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TRINITY COLLEGE

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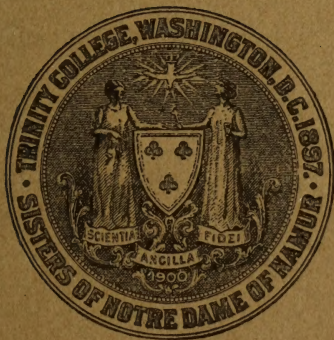
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UNIVERSITY OF ILLINOIS

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



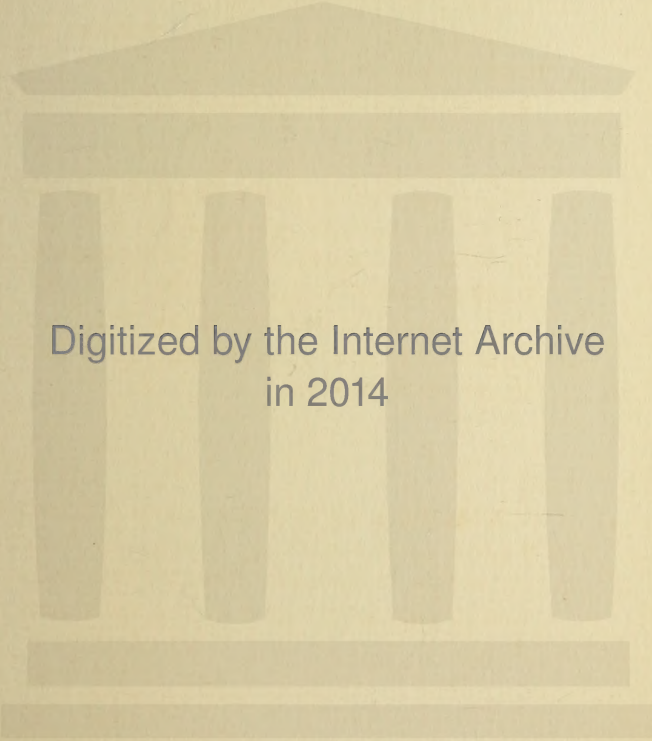
1910-1911

Trinity College is conducted by the **SISTERS OF
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE,
WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE
STATE OF NEW YORK.**

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.



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TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1910-1911

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Express and freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information, and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1910

S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
JANUARY	FEBRUARY	MARCH	APRIL
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2 3 4 5 6 7 8	6 7 8 9 10 11 12	6 7 8 9 10 11 12	3 4 5 6 7 8 9
9 10 11 12 13 14 15	13 14 15 16 17 18 19	13 14 15 16 17 18 19	10 11 12 13 14 15 16
16 17 18 19 20 21 22	20 21 22 23 24 25 26	20 21 22 23 24 25 26	17 18 19 20 21 22 23
23 24 25 26 27 28 29	27 28	27 28 29 30 31	24 25 26 27 28 29 30
30 31 ... ..	... ..	... ..	... ..
MAY	JUNE	JULY	AUGUST
1 2 3 4 5 6 7	... .. 1 2 3 4	... .. 1 2	... 1 2 3 4 5 6
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31
...	31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
25 26 27 28 29 30 ...	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
... ..	30 31 ... ..	... ..	... ..

1911

JANUARY	FEBRUARY	MARCH	APRIL
1 2 3 4 5 6 7 1 2 3 4 1 2 3 4 1
8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
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...	30 31	30
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14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30 ...	23 24 25 26 27 28 29	27 28 29 30 31
...	30 31
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
24 25 26 27 28 29 30	29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
...	31

ACADEMIC CALENDAR

1910

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 4.
Mid-year Examinations begin,	Wednesday, Jan. 19.
Mid-year Examinations end,	Tuesday, Jan. 25.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 25.
Second Semester begins,	Tuesday, Feb. 1.
Easter Vacation begins at noon,	Wednesday, Mar. 23.
Easter Vacation ends at 5 P. M.,	Monday, Mar. 28.
Founders' Day,	Sunday, May 1.
Ascension Day,	Thursday, May 5.
Final Examinations begin,	Tuesday, May 17.
Final Examinations end,	Friday, May 27.
Trinity Sunday,	May 22.
Baccalaureate Sermon,	Sunday, May 29.
Commencement Exercises,	Thursday, June 2.
Entrance Examinations at the Centres begin,	Monday, June 6.
Entrance Examinations at the Centres end,	Saturday, June 11.
Entrance Examinations at the College begin,	Wednesday, Sept. 21.
Registration of Students,	Saturday, Sept. 24.
College Exercises begin at 9 o'clock,	Monday, Sept. 26.
Thanksgiving Day,	Thursday, Nov. 24.
Christmas Vacation begins at noon,	Friday, Dec. 16.

1911

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 3.
Mid-year Examinations begin,	Tuesday, Jan. 17.
Mid-year Examinations end,	Monday, Jan. 23.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 24.
Second Semester begins,	Monday, Jan. 30.
Easter Vacation begins at noon,	Wednesday, April 12.
Easter Vacation ends at 5 P. M.,	Monday, April 17.

ASSOCIATION
OF THE
FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library or a Chair, or to assist in building a Hall or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living and dead, every Saturday.

THE ADVISORY BOARD

THE MOST REVEREND ARCHBISHOP OF BALTIMORE, HIS EMINENCE
JAMES CARDINAL GIBBONS, *President, ex-officio.*

MEMBERS, *ex-officio.*

THE RIGHT REVEREND RECTOR OF THE CATHOLIC UNIVERSITY.
THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY.
THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME.
THE PRESIDENT OF THE COLLEGE.
THE SECRETARY OF THE COLLEGE.
THE TREASURER OF THE COLLEGE.
THE DEAN OF THE COLLEGE FACULTY.
THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS.

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THE RT. REV. MGR. THOMAS J. SHAHAN, D. D.,	Washington, D. C.
VERY REVEREND EDWARD A. PACE, PH. D.,	Washington, D. C.
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MRS. MAURICE FRANCIS EGAN,	Copenhagen, Denmark.
MISS ELEANOR P. GRIFFIN,	New York, N. Y.
MR. GEORGE E. HAMILTON,	Washington, D. C.
MR. WALTER GEORGE SMITH,	Philadelphia, Pa.

THE AUXILIARY BOARD OF REGENTS

The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

Constitution, Art. I.

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MRS. THOMAS H. CARTER,
President.

MISS ESTELLE THROCKMORTON,
Recording Secretary.

MISS MARY R. ROACH,
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MRS. ARTHUR POWELL DAVIS,
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SISTER JULIA,
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Mrs. Alexander McNeill
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Mrs. Joseph E. Ralph
Mrs. J. E. Roach
Mrs. O. J. Salisbury
Miss Rebecca E. Shanley
Mrs. J. Selwin Tait
Mrs. James Knox Taylor
Mrs. Zebulon B. Vance
Mrs. John J. Walsh
Mrs. Charles Harper Walsh

Miss Julia R. Ward

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Miss Mary A. Aukward	Miss Elizabeth Hickey
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Miss M. Corinne Beavens	Mrs. Reid Hunt
Miss Anne Beers	Miss Sarah J. Kealey
Mrs. John H. Burch	Mrs. Thomas J. Lane
Mrs. James A. Cahill	Miss Katherine Lay
Miss Elisabeth D. Clarke	Mrs. John T. Lenahan
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Mrs. M. J. Colbert	Miss Inno McGill
Mrs. Harry Coope	Miss Elizabeth McMahon
Miss Margaret Carraher	Mrs. Richard W. McMahon
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Mrs. M. E. Danforth	Miss Etta H. Matthews
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Mrs. Thomas J. Donovan	Baroness von Paumgarten
Mrs. James William Doocy	Mrs. May Ramsdell
Mrs. J. Maury Dove	Mrs. George W. Ray
Mrs. M. E. Driscoll	Miss Janet Richards
Mrs. Guidet Duryee	Mrs. Charles E. Roach
Mrs. N. E. Fealy	Miss Mary M. D. Sheckels
Miss Frances Lillian Flannery	Mrs. Brinton Stone
Miss M. P. Flannery	Mrs. M. F. Talty
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Mrs. Cecilia R. Greer	Mrs. Joseph G. Tilford
Mrs. Albert R. Grever	Mrs. C. E. Vreeland
Mrs. Lawrence V. Grogan	Mrs. Francis Walker
Mrs. George E. Hamilton	Mrs. M. I. Weller
Mrs. John A. Hamilton	Mrs. Joseph I. Weller

Mrs. Washington A. Young

THE ASSOCIATE BOARDS

Boards formed outside of the city of Washington are called ASSOCIATE
BOARDS OF TRINITY COLLEGE.

NEW YORK.

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State Regent.

REVEREND J. J. DONLAN,
Chairman of Brooklyn Committee.

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Vice-Regent of Albany.

MRS. PETER J. FLINN,
Chairman of Albany Committee.

MISS ELIZABETH CRONIN,
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MISS MARY E. MCCARTIN,
State Regent.

MRS. R. J. O'CROWLEY,
Vice-Regent of Newark.

NEW HAMPSHIRE.

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State Regent.

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Vice-Regent of Manchester.

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Vice-Regent of Concord.

MASSACHUSETTS.

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State Regent.

MISS ELLEN A. McMAHON,
Vice-Regent of Boston.

MRS. FRANK MACKIE JOHNSON,
Chairman of Boston Committee.

MRS. JOHN MAHER,
Vice-Regent of Worcester.

MRS. JAMES B. CARROLL,
Vice-Regent of Springfield.

RHODE ISLAND.

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Vice-Regent of Providence.

MRS. JAMES ROONEY,
Vice-Regent of Newport.

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Vice-Regent of Woonsocket.

MRS. WILLIAM H. GRIMES,
Vice-Regent of Pawtucket.

MRS. TIMOTHY J. RILEY,
Vice-Regent of Central Falls.

CONNECTICUT.

MRS. THOMAS H. LINAHAN,
Vice-Regent of New Haven.

MARYLAND.

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State Regent.

PENNSYLVANIA.

MRS. CHARLES A. FAGAN,
State Regent.

OHIO.

MRS. JAMES R. SPRANKLE,
Vice-Regent of Cleveland.

MISSOURI.

MRS. RICHARD P. BLAND,
State Regent.

MISS MARIAN LINDSAY,
Vice-Regent of St. Louis.

MRS. P. H. TIERNAN,
Vice-Regent of Kansas City.

MRS. MONAHAN COLLIER,
Vice-Regent of Sedalia.

IOWA.

MRS. EDWIN BARRETT HAY,
State Regent.

MONTANA.

MRS. THOMAS H. CARTER,
State Regent.

MRS. PETER LARSON,
Honorary Regent.

MISS SARAH POWER,
Vice-Regent of Helena.

MRS. T. C. POWER,
Honorary Vice-Regent of Helena.

MRS. DANIEL J. HENNESSY,
Vice-Regent of Butte.

VIRGINIA.

MISS JULIA R. WARD,
State Regent.

NORTH CAROLINA.

MRS. ZEBULON B. VANCE,
State Regent.

ILLINOIS.

MRS. MATHER SMITH,
Vice-Regent of Chicago.

MICHIGAN.

MRS. THOMAS A. E. WEADOCK,
Vice-Regent of Bay City.

MINNESOTA.

MISS MARY R. ROACH,
State Regent.

KANSAS.

MRS. RICHARD P. BLAND,
State Regent.

MRS. J. T. QUIETTE,
Chairman of Kansas City Committee.

NEBRASKA.

MRS. HUGH J. GALLAGHER,
State Regent.

MRS. ANDREW AMUNDSON,
Vice-Regent of Hartington.

UTAH.

MRS. O. J. SALISBURY,
State Regent.

CALIFORNIA.

MRS. M. P. O'CONNOR,
State Regent.

WASHINGTON.

MRS. HENRY B. SUING,
Vice-Regent of Spokane.

CENTRES OF INFORMATION

THE ALUMNÆ ASSOCIATION OF TRINITY COLLEGE.

- Miss Alice Mary Ryan *President.*
Brooklyn, New York.
- Miss Mary Agnes Feenan *Vice-President.*
Salem, Massachusetts.
- Miss Helen Gertrude Linehan *Corresponding Secretary.*
Cambridge, Massachusetts.
- Louise Catharine Holohan *Recording Secretary.*
Waterbury, Connecticut.
- Miss Margaret Mary Sallaway *Treasurer.*
Dorchester, Massachusetts.

THE NATIONAL ALUMNÆ OF NOTRE DAME.

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South Boston, Massachusetts.
- Mrs. Thomas O'Callaghan *Vice-President.*
Dorchester, Massachusetts.
- Miss Mary Barr *Secretary.*
Boston, Massachusetts.
- Mrs. William W. Taff *Treasurer.*
Brookline, Massachusetts.

THE BARONIUS CLUB.

Philadelphia, Pennsylvania.

- Miss Louise Tiers *President.*
- Miss Helen Grace Smith *Vice-President.*
- Miss Mary T. Sinnott *Secretary.*
- Miss Annie B. Bowen *Treasurer.*

THE LADIES CATHOLIC BENEVOLENT ASSOCIATION.

Mrs. E. B. McGowan *National President.*
Buffalo, New York.

THE LADIES AUXILIARY OF THE ANCIENT ORDER OF HIBERNIANS.

Miss Anna C. Malia *National President.*
Scranton, Pennsylvania.

Mrs. Mary McCarthy *National Vice-President.*
Westfield, Massachusetts.

Mrs. Louise A. Du Ross *National Secretary.*
Utica, New York.

Mrs. Mary B. Daley *National Treasurer.*
Minneapolis, Minnesota.

Mrs. Mary F. McWhorter *National Director.*
Chicago, Illinois.

Miss Mary Fox *National Director.*
Fort Wayne, Indiana.

THE SISTERS OF MERCY.

St. Joseph's Academy
Columbus, Georgia.

PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

A book of views containing pictures of the buildings and grounds of the College will be ready for circulation at the opening of the next academic year.

TRINITY COLLEGE

LOCATION.—The College is situated in the northeast section of the city of Washington, near the grounds of the Catholic University and the extensive park of the U. S. Soldiers' Home. The campus, which contains thirty-three acres, lies at the junction of Michigan and Lincoln avenues, and is known as Trinity Place.

The site, in its diversified beauty, is well adapted to the purposes of a college, and the environment suggests the sources whence a Catholic College for young women must draw faith and inspiration. Close by is the University with its watchword, *Deus Lux Mea*; the Capitol, the National Library, the Smithsonian Institution, the museums and art collections which are important aids to study, may be easily reached from the College.

SCOPE OF THE COLLEGE.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church, and is conducted by the Sisters of Notre Dame of Namur. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees, and it is registered with the University of the State of New York.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students, undergraduate students, and hearers.

Graduate Students are those who have taken their first degree at Trinity College, or at some other college of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who have passed the required entrance examinations and who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Sciences.

Hearers are those who, by concession of the Faculty, attend some of the courses. They are not required to take the entrance examinations, but must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College after the successful completion of a high-school or academy course of four years. There is no high-school or academy attached to the College.

As evidence of the thoroughness of their preparation for admission to College, candidates must pass examinations in subjects amounting to sixteen (16) unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of this requirement are named in the following list. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.*

The subjects prescribed for all candidates for admission are:

English	3 units
History (which includes two separate topics)	1 unit
Mathematics	3 units
Latin	4 units
The Major Requirement in Greek, or French, or German	3 units

In addition to the above fourteen (14) units, each candidate must present two (2) units from the following subjects:

The Minor Requirement in one of the languages not offered for major standing	2 units
History (in addition to the amount prescribed above)	1 unit
Physics	1 unit
Chemistry	1 unit
Botany	1 unit

*Although no formal entrance examination is held in Religion, it is expected, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic Diploma will be accepted in lieu of the examination in any subject.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount, if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

ADMISSION AS HEARERS

Women of mature age may, by special concession, attend some of the lecture courses as hearers. They are not required to pass formal entrance examinations, but they must furnish proof that they are prepared to pursue college work, and they must bring earnest application to the courses they elect. Their admission to examinations and to laboratory exercises depends upon the judgment of the instructors. The minimum number of hours per week that resident hearers may elect is twelve.

GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College in June and September of each year. In 1910 the entrance examinations will be held June 6 to June 11, and September 21 to September 24. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations taken at places other than Trinity College.

EXAMINATION CENTRES

The Visitation Academy,	Brooklyn, N. Y.,	Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I.,	St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y.,	Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.	
The Academy of Notre Dame,	Boston, Mass.,	Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass.,	Washington St.
The Academy of Notre Dame,	Lowell, Mass.,	Adams St.
Notre Dame Training School,	Waltham, Mass.,	Newton St.
St. John's School,	Worcester, Mass.,	Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.	
St. Mary's Academy,	New Haven, Conn.,	Orange St.
Notre Dame Academy,	Waterbury, Conn.	
The Academy of Notre Dame,	Philadelphia, Pa.,	W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa.,	5th Ave.
St. Joseph's Academy,	Greensburg, Pa.,	Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.	
Mount St. Mary's Seminary,	Scranton, Pa.,	Adams Ave.
St. Mary's Academy,	Wilkes Barre, Pa.	
The Academy of Notre Dame,	Cincinnati, Ohio,	East 6th St.
The Academy of Notre Dame,	Cincinnati, Ohio,	East Walnut Hill.
The Ursuline Academy	Cleveland, Ohio,	Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio,	Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Conception College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,	Montreal, Quebec.	

TRINITY COLLEGE

ORDER OF EXAMINATIONS (*June and September*)

1910

June 6	9.30—12.30	Latin, elementary and advanced.
and	2.00— 4.00	History.
September 21	4.00— 5.30	Trigonometry.

June 7	9.30—12.30	English.
and	2.00— 4.00	Greek.
September 22	4.00— 5.30	Botany.

June 8	9.30—12.30	French.
and	2.00— 4.00	History.
September 23	4.00— 5.30	Physics.

June 9	9.30—12.30	German.
and	2.00— 4.00	Algebra.
September 24	4.00— 5.30	Chemistry.

June 10	9.30—12.30	Plane Geometry.
and	2.00— 4.00	Algebra.
September 26	4.00— 5.30	Geology or Zoology or Astronomy.

DEFINITIONS OF REQUIREMENTS FOR ADMISSION

No candidate is expected to take examinations in all of the following subjects. For tabular statement of entrance requirements, see pages 19 and 20.

ENGLISH

A. Books prescribed for reading are:

In 1909, 1910, and 1911, ten books selected from the following list, as prescribed below, are to be offered for examination:

GROUP I (two to be selected). Shakespeare's *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

GROUP II (one to be selected). Bacon's *Essays*; Bunyan's *The Pilgrim's Progress*, *Part I*; Addison's *Sir Roger de Coverley Papers*; Franklin's *Autobiography*.

GROUP III (one to be selected). Chaucer's *Prologue*; Spenser's *Faërie Queene* (selections); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury (First Series)*, *Books II and III*, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

GROUP IV (two to be selected). Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Newman's *Callista*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

GROUP V (two to be selected). Irving's *Sketch-Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays (Selected)*; Ruskin's *Sesame and Lilies*.

GROUP VI (two to be selected). Coleridge's *The Rime of the Ancient Mariner*; Scott's *The Lady of the Lake*; Palgrave's *Golden Treasury (First Series)*, *Book IV*, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Hervé Riel*, *Pheidippides*.

In 1912 nine books are to be selected as prescribed below:

GROUPS I, II, III, IV as in 1909, 1910, 1911.

GROUP V (one to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *The Hero as Poet*, *The Hero as Man of Letters*, *The Hero as King*; Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies*.

GROUP VI (two to be selected). Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), *Book IV*, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *The Princess*; Browning's *Cavalier Tunes*, *The Lost Leader*, etc., as in Group VI above.

The candidate will be required to present evidence of a general knowledge of the subject-matter of the prescribed books, and to answer questions on the lives of their authors. The form of examination will usually be the writing of a paragraph or two on each of several topics. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

B. Books for Study and Practice:

In 1909, 1910, and 1911: Shakespeare's *Macbeth*; Milton's *Minor Poems*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

In 1912: Shakespeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

This part of the examination presupposes the thorough study of each of the works named. The examination will be upon subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

All writing must give evidence of knowledge of diction, sentences, and paragraphs. No candidate will be accepted whose work is notably defective in spelling, grammar, idiom, punctuation, or division into paragraphs.

For the satisfactory fulfilment of the requirement in English a course of four class periods a week for four years will be needful. The course of each candidate should include those books which are set for the entrance examination of the year in which she intends to present herself for admission to college.

CHANGES IN ADMISSION EXAMINATIONS IN ENGLISH.

In 1913 the examination will be based on the recommendations of the Conference on Uniform Entrance Requirements in English which met February 22, 1909. These recommendations are as follows:—

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence, and appreciation.

English Grammar and Composition.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

1. READING.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

* Each unit is set off by semicolons.

(a) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

(b) Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

(c) Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens's *David Copperfield* or Dickens's *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

(d) Bunyan's *Pilgrim's Progress*, Part I; The *Sir Roger de Coverley Papers* in *The Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden*, or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels With a Donkey*.

(e) Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold, Canto IV*, and *Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*; Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab und Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

At a conference of certain colleges, upon request of representatives of the schools, the following books were selected for recommendation to the schools; the examination, however, will be based on the full list as printed above:

The Old Testament; the *Odyssey*; Shakespeare's *As You Like It* and *Julius Cæsar*; Defoe's *Robinson Crusoe*, Part I; Scott's *Quentin Durward*; Selections from Lincoln; Macaulay's *Lord Clive and Warren Hastings*; Gray's *Elegy Written in a Country Churchyard*; Goldsmith's *Deserted Village*; Byron's *Prisoner of Chillon*; Arnold's *Sohrab and Rustum*.

2. STUDY.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro, Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

Examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen in accordance with the plan described earlier, from the lists headed *reading*; and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of boys and girls. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from her personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The test on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

English: *a*, Reading and Practice. *b*. Study and Practice.

HISTORY

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

MEDIEVAL AND MODERN EUROPEAN HISTORY, from the death of Charlemagne to the present time.

ENGLISH HISTORY.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

The requirement in history includes two of the above topics. Each topic is intended to represent one year of historical work, wherein the study is given at least three times a week.

LATIN

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; the syntax of cases and verbs; the structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive; special drill on the principles of word-order and emphasis in connection with the study of sentence structure. (The Roman pronunciation is required.)

COMPOSITION.

Translation into Latin of continuous prose of moderate difficulty based on Cæsar and Cicero.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than the easier portions of Cicero's orations.

CÆSAR.

Selections from Cæsar's *Gallic War* equivalent in amount to four books.

CICERO.

Any six orations from the following list, but preferably the first six mentioned:

The four orations against *Catiline*, *Archias*, *the Manilian Law*, *Marcellus*, *Roscius*, *Milo*, *Sestius*, *Ligarius*, *the Fourteenth Philippic*.

VIRGIL.

The first six books of the *Æneid* and so much of prosody as relates to accent, versification in general, and the dactylic hexameter.

For the satisfactory fulfilment of the requirement in Latin as outlined above, a course extending through four years, with five class periods a week, will be necessary.

GREEK

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

XENOPHON.

The first four books of the *Anabasis*.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH

MINOR REQUIREMENT

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédollière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mairét's *La Tâche du petit Pierre*, extracts from Michelet, Sarcey's *Le Siège de Paris*, Verne's Stories.

MAJOR REQUIREMENT

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—This should comprise, in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers's *L'expédition de Bonaparte en Egypte*, Vigny's *La Canne de jonc*.

GERMAN

MINOR REQUIREMENT

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) Careful drill upon punctuation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien*, and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der Zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelm's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der Zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

MAJOR REQUIREMENT

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Echenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolph's Page*; Moser's *Der Bibliothekar*; Mosher's *Willkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

MATHEMATICS

ALGEBRA.

i. TO QUADRATICS:

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PHYSICS *

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

* The requirement in Physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY *

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

* The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

More detailed study should be confined to the italicised *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (= activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY *

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferae, Rosaceæ, Leguminosæ, Umbelliferae, Labiatae, Compositæ, Solanaceæ, Salicaceæ, Cupuliferae, Liliaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (*Sphaerella*).

PHYSIOLOGY.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

ECOLOGY.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

* For a more detailed statement of the requirement in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

EXPENSES

The charge for tuition for one year to all students is	\$100 00
From this there is no deduction in case of withdrawal.	
The charge for board and residence for one year varies from	{ 300 00
According to the size and situation of the room occupied by the student.	to 400 00
Board in the Christmas vacation is charged extra per week	7 00
Dinner and luncheon to non-resident students for one year	100 00
For chemicals and breakage in the laboratories	15 00
Drawing or Painting for special students in art for one year	100 00
Drawing or Painting for students in the regular college course . .	50 00
Piano lessons and daily use of instrument for one year	100 00
Organ lessons and daily use of instrument for one year	100 00
Fee for the degree of Bachelor of Arts	15 00
Fee for the degree of Master of Arts	25 00
Certificate Fee	5 00

Applications for rooms should be made as early as possible, and should be accompanied by a deposit of ten dollars. In order to secure a room it is necessary that a room-contract, which will be sent on application, should be signed and returned to the Secretary of the College. If the applicant enters the College in the year for which the room is reserved, the amount of the deposit will be deducted from the first College bill. If formal notice of withdrawal is sent to the Secretary before July 1st the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

A deposit of ten dollars must also be made by each student in residence who wishes to insure the tenure of her room for the following academic year. This deposit is made on the same conditions as stated above.

CHANGE OF ROOMS.—Every student, except a member of the freshman class, who moves from one hall to another, is charged a fee of ten dollars for moving, and every student except a member of the freshman class who moves from one room to another in the same hall is charged a fee of five dollars.

LATE REGISTRATION.—Registration at a later date than mentioned in the academic calendar is permitted only to students who show good cause for the delay, and these are required to pay a fee of one dollar for each day's delinquency.

Tuition and all charges are payable in advance per semester.

The degree will not be granted to any student unless her college bills are paid before Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition and maintenance of the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The St. Louis Scholarship, subject to the nomination of the Associate Board of St. Louis.

The Leandro de la Cuesta Memorial Scholarship, open to any student of the city of Philadelphia.

The Elizabeth R. Blight Memorial Scholarship, subject to the nomination of Trinity College.

The John Roth Scholarship, open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Bishop Harkins Scholarship, open to any student of the city of Providence, Rhode Island.

The Scholarship of the Notre Dame Alumnæ, Roxbury, awarded to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Scholarship of the Notre Dame Alumnae, Lowell, awarded to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The Reverend Thomas Scully Scholarships.—Two Scholarships established by the Reverend Thomas Scully, Cambridge, Massachusetts, the benefits of said scholarships to be awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only, to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, subject to the nomination of the Associate Board of Chicago.

The L. A. A. O. H. Scholarship, subject to the nomination of the Ladies' Auxiliary of the Ancient Order of Hibernians, and open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, subject to the nomination of the Baronius Club of Philadelphia, Pennsylvania.

The Rhode Island Women's Scholarship, subject to the nomination of the Associate Board of Rhode Island.

The Catharine Baker Holohan Scholarship, subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded by and subject to the nomination of the Ladies' Auxiliary Board of Regents, open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two electives from the following: Greek, German, French, English Literature, Mathematics and History.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

EXAMINATIONS IN COURSE.—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C, 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.).

Every candidate for the A. B. degree must complete before graduation the equivalent of sixty-six one-hour courses of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects; *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow.

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

LATIN.

The Church in the Græco-Roman
World.

SCIENCE.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

German. French.
Mathematics. History.

JUNIOR YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

LATIN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

German. French.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

GREEK.

CHURCH HISTORY.

LATIN.

German. French. English.
Mathematics. Science.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

GERMAN.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

Greek. French.
Mathematics. History.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

GERMAN.

PHILOSOPHY.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. French. Science.
History. Mathematics.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Ethics.

Greek. French. English.
Mathematics. Science.
Philosophy. Education. Art.

LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. German.
Mathematics. History.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. German.
History. Mathematics.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. German. English.
Mathematics. Science.
Philosophy. Education. Art.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

Rhetoric and Composition.
Literature.
Philology.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. German. French.
History. Mathematics.

SCIENCE.

JUNIOR YEAR

RELIGION.

LATIN.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

SACRED SCRIPTURE.

ELECTIVES:

Greek. German. French.
History. Mathematics. Science.
Philosophy. Education. Art.

CHURCH HISTORY.

The Church in the Middle Ages.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

ENGLISH.

Greek. German. French.
Mathematics. Science.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. Latin.
Mathematics. History.

JUNIOR YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. Latin.
History. Mathematics.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

GERMAN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. Latin. English.
Mathematics. Science.
Philosophy. Education. Art.

ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.

SACRED SCRIPTURE.

Literature.

CHURCH HISTORY.

Philology.

The Church in the Græco-Roman
World.

GERMAN.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. Latin. French.

SCIENCE.

Mathematics. History.

JUNIOR YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

SACRED SCRIPTURE.

GERMAN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

Greek. Latin. French.

Mathematics. History.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

ENGLISH.

CHURCH HISTORY.

GERMAN.

Greek. Latin. French.

Mathematics. Science.

PHILOSOPHY.

Ethics.

Philosophy. Education. Art.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

ENGLISH.

SACRED SCRIPTURE.

Rhetoric and Composition.
Literature.

CHURCH HISTORY.

Philology.

The Church in the Græco-Roman
World.

FRENCH.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. Latin. German.
Mathematics. History.

SCIENCE.

JUNIOR YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

SACRED SCRIPTURE.

FRENCH.

ELECTIVES:

Greek. Latin. German.
Mathematics. History.
Science. Philosophy.
Education. Art.

CHURCH HISTORY.

The Church in the Middle Ages.

SENIOR YEAR

RELIGION.

ELECTIVES:

ENGLISH.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. Latin. German.
Mathematics. Science.
Philosophy. Education. Art.

HISTORY AND THE POLITICAL SCIENCES

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Mediaeval History.

POLITICAL SCIENCE.

Elements of Political Science.

ELECTIVES:

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Mathematics.

SCIENCE.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Modern History.

POLITICAL SCIENCE.

Development of Parliamentary Gov-
ernment.

Comparative Study of Modern Gov-
ernments.

ELECTIVES:

Constitutional History of the United
States.

History of the Foreign Relations of
the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

HISTORY.

POLITICAL SCIENCE.

Greek. Latin. German.

French. English.

Philosophy. Education. Art.

COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

COURSE A.

APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the Churches.

COURSE B.

GOD AND MAN.—The Unity and Trinity of God. Creation, Original Sin. The Incarnation. The Redemption. The Mother of God.

COURSE C.

SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.

COURSE D.

RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schanz's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

COURSE A.

Original Languages of Sacred Scripture classified and described; History of the Original Texts; of the Principal Ancient Versions, the Septuagint, Old Itala, and the Latin Vulgate; Manuscripts, Printed Texts and Principal Editions.

History of the Latin Vulgate in the Council of Trent; Interpretation of the Decree "Insuper."

History of the English Versions, especially of the Catholic Douay Edition.

COURSE B.

THE THREEFOLD AUTHORITY OF SACRED SCRIPTURE:

1. *Human* Authority of Scripture: General Introduction; History of the Human Origin and of the Human Authority of the Gospels in General; Apostolic Authorship, Preservation of the Texts and Reliability of the Four Gospels in General. In Particular:

Authorship, Place and Date of Composition, Purpose, Language, Peculiarities, General Plan, and Analysis of St. Matthew's Gospel.

Life, Character, and Writings of St. John: The Johannine Authorship, Occasion, Purpose, Peculiarities, General Plan, and Analysis of the Fourth Gospel.

Life, Character, and Writings of St. Paul: Authorship, Place, and Date of Composition, Purpose, Peculiarities, General Plan, and Analysis of the principal Epistles of St. Paul.

COURSE C.

2. *Divine* Authority of Scripture: Scripture Divine in Contents and in Source; Revelation and Inspiration. Criteria, Existence, Nature, Extent, and Effects of Inspiration explained and established.

COURSE D.

3. *Canonical or Ecclesiastical Authority of Scripture: Inspiration and Canonicity, how related.*

Canon of Scripture defined; Canonical, Protocanonical, Deuterocanonical, and Apocryphal Books.

Palestinian and Alexandrian Canons of the Old Testament; How related; Catholic Canon established.

COURSE E.

THE INTERPRETATION OF SACRED SCRIPTURE:

Hermeneutics: Definition and Divisions; Rational, Christian, and Catholic Principles of Interpreting Sacred Scripture explained and established.

The Decree of Trent as to "the Sense of the Church and the Consent of the Fathers," explained and established.

The Catholic Rule of Faith explained and vindicated.

Biblical Rationalism in general exposed and refuted; Revelation; Mysteries; Miracles; Prophecy established; Rationalistic Principles of Interpreting Sacred Scripture explained and refuted.

COURSE F.

General Introduction to the Old Testament: Special Introduction: Authorship, Date of Composition, Purpose, Plan, Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books; Poetry of the Bible; Book of Job; Psalms.

Nature and Importance of Old Testament Prophecy; Supernatural in Origin.

Messianic Prophecies. Peculiarities; Value established; The Messiah; Family, Time and Place of Birth, Life, Character, Sufferings, Death and Burial of the Messiah prophesied and fulfilled.

Prescribed for Freshmen, Sophomores, and Juniors.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

COURSE A.

GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.—In this course, preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

COURSE B.

1. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29–312).—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

2. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of

the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

COURSE C.

1. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

2. (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

3. (A. D. 1303-1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

COURSE D.

1. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.

2. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.

3. (A. D. 1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors.

PHILOSOPHY

COURSE A.—LOGIC AND PSYCHOLOGY.

Systematic training in the art of thinking is combined with a practical study of those elements of psychology that are most helpful in the culture of mind and the formation of character.

Three hours a week for a year.

Prescribed for Freshmen.

COURSE B.—BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

Three hours a week for one semester.

Prescribed for those who can not follow Course A.

COURSE C.—INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its history, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Two hours a week for a year.

Prescribed for Sophomores.

COURSE D.—PSYCHOLOGY.

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Three hours a week for one semester.

Open to Juniors and Seniors.

COURSE E.—ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Three hours a week for one semester.

Prescribed for Seniors.

COURSE F.—HISTORY OF PHILOSOPHY.

1. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; readings from Plato and Aristotle.

2. MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.

3. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Two hours a week for a year.

Open to Juniors and Seniors.

COURSE G.—LECTURES AND SEMINARS IN PHILOSOPHY.

1. Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism.

2. Critical study of philosophical essays selected from current numbers of leading reviews and magazines.

Two hours a week for one semester.

Open to Seniors.

EDUCATION

COURSE A.—HISTORY, ANCIENT AND MEDIÆVAL.

1. Sketch of pre-Christian systems of Education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

2. Christian Education. Patristic Era; first century to ninth. Attitude of first Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.

3. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the Universities; educational ideals and methods; works on education.

First semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE B.—HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Second semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE C.—THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

First semester, two hours weekly.

Elective for Juniors.

COURSE D.—THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Second semester, two hours weekly.

Elective for Juniors.

COURSE E.—THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

First semester, three hours weekly.

Elective for Seniors.

COURSE F.—GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Second semester, two hours weekly.

Elective for Seniors.

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Course D (Psychology) and Course E (Ethics) of the Department of Philosophy. In connection with Courses E and F of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose; it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

GREEK

COURSE A.

Grammar. Exercises in writing Greek. Xenophon, *Anabasis*.
General Introduction to the study of Greek. *Five hours weekly.*

Open to students who did not present Greek at entrance.

COURSE B.

Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition. *Five hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE C.

New Testament Greek. Selections from the Christian writers. *Three hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE D.

Homer, *Odyssey*. Plato, *Apology* and *Crito*. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities. The Philosophy of Plato.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE E.

Lysias, *Orations VII, IX, XII, XVI, XXIV and XXXII*. Lucien, *Selected Dialogues*. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE F.

Euripides, *Medea* and *Alcesteis*. Iambic, elegiac and melic poets. Prose composition.

Lectures—The Elegy. The Dorian and Æolian Schools. Rise and Development of Tragedy. *Three hours weekly.*

Prescribed for Sophomores in the Greek groups.

COURSE G.

Demosthenes, *De Corona*. Selections from Herodotus and Thucydides. *Two hours weekly.*

Open to second or third-year students.

COURSE H.

Sophocles, *Antigone* and *Electra*. Aristophanes, *Selections*. Lectures—The Attic Comedy. *Three hours weekly.*

Open to Juniors in the Greek groups.

COURSE I.

Plato, *Republic*. The Bucolic Poets. *Two hours weekly.*

Open to Juniors of the Greek groups.

COURSE J.

Aristotle, *Poetics*.—Sophocles, *Œdipus Tyrannus*. Æschylus, *Prometheus Vinculus* and *Seven Against Thebes*.

Lectures—Ruins and Excavations of Greece. Athenian Art. *Three hours weekly.*

Open to Seniors who have finished the requirements of the Greek groups.

COURSE K.

Pindar, *Selected Odes*. General review of Greek literature. *Second semester, two hours weekly.*

Open to Seniors who have finished the requirements of the Greek groups.

LATIN

COURSE A.

Livy, *Books XXI* and *XXII*. Horace, *Odes* and *Epodes*. Prose composition. *Four hours weekly.*

Prescribed for the Freshman Class.

COURSE B.

De Senectute, *De Amicitia*, Livy, *Book 1*. *One hour weekly.*

Open to those taking Course A.

COURSE C.

A survey of the history of Rome to the dissolution of the Western Empire.

One hour weekly.

Open to those taking Course A.

COURSE D.

Horace, *Epistles*. Cicero, *Letters*. Selections from the Elegiac Poets. Prose composition.

Three hours weekly.

Open to those who have finished Course A.

COURSE E.

Private life of the Romans.

One hour weekly.

Open to those who have finished Course A.

COURSE F.

Horace, *Satires*. Tacitus, *Agricola* and *Germania*. Prose composition.

Three hours weekly.

Open to those who have finished Course A.

COURSE G.

Pliny, *Selected Letters*. Juvenal, *Satires*. Martial, *Selected Epigrams*.

Two hours weekly.

Open to those who have finished Courses D or F.

COURSE H.

History of Roman Satire.

One hour weekly.

Open to those taking Course G.

COURSE I.

Plautus, *Duo Captivi*. Lucretius, *Books I and V*.

Two hours weekly.

Open to those who have finished Courses D or F.

COURSE J.

History of Latin Comedy.

One hour weekly.

Open to those taking Course I.

COURSE K.

Prose composition.

One hour weekly.

Prescribed for those taking Courses G or I.

COURSE L.

Suetonius, *Selected Lives*. Tacitus, *Histories*.

Two hours weekly.

Open to those who have finished Courses G or I.

COURSE M.

Ovid, *Selections*. Vergil, *Books VII-XII*. *Two hours weekly.*

Open to those who have finished Courses G or I.

COURSE N.

Seneca, *Moral Essays*. Selection from Christian Fathers.

Two hours weekly.

Open to those who have finished Courses G or I.

COURSE O.

Advanced prose composition.

One hour weekly.

Open to those who have finished Courses G and I.

COURSE P.

General survey of political and social conditions under which the Latin language developed.

One hour weekly.

Open to those who have finished Courses G or I.

GERMAN

COURSE A¹.

Grammar (Joynes-Meissner). Readings and selected lyrics with practice in speaking and writing German.

Five hours weekly.

Open to students who did not present German at entrance.

COURSE A².

Short course. Grammar. Reading of short stories by modern writers.

Three hours weekly.

Open to students who did not present German.

COURSE B¹.

Grammar. Prose composition. Reading. Conversation.

First semester, five hours weekly.

Open to students who presented minor requirements in German.

COURSE B².

Grammar. Prose composition. Modern and classical prose and verse.

Second semester, five hours weekly.

COURSE C.

Grammar. Prose composition. Modern and classical prose and verse. History of German literature of the eighteenth century. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who presented major requirements in German.

COURSE D.

German prose. Subjects in philology.

Two hours weekly.

Primarily for students of the Latin groups.

COURSE E.

The German Drama. Special study of representative dramas. Prose composition. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course C or B².

COURSE F.

Scientific German. Readings in current scientific literature.

Three hours weekly.

Primarily for students in the science groups.

COURSE G.

The German Novel. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course E.

COURSE H.

German conversation. Discussion of current events and assigned topics.

One hour weekly.

Open to all students in German.

COURSE I.

German Epic Poetry. Special study of some of the principal epics. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE J¹.

Advanced composition. Letters. Narration. Description.

One hour weekly.

Open to students who have taken Course E or G.

COURSE J².

Advanced composition. Die Chrie. Charakteristiken. Abhandlungen.

One hour weekly.

Open to students who have taken Course J¹.

COURSE K.

German literature in the first half of the nineteenth century. Romanticism. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE L.

Middle High German. *Das Nibelungenlied*. *Kudrun*. *Hartmann*, *Der Arme Heinrich*. *Wolfram*, *Parzival*. *Walther von der Vogelweide*. Translation into modern German. Lectures and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE M.

Old High German. *Braune*, *Althochdeutsche Grammatik und Lesebuch*.

Two hours weekly.

Open to students who have taken Course L.

COURSE N.

History of the German Language.

Second semester, one hour weekly.

Open to students who are taking Course L or M.

COURSE O.

Germanic Mythology.

First semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE P.

Germanic Antiquities.

Second semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE Q.

Special study of German History.

One hour weekly.

Open to students who have taken Course E or G.

FRENCH

LANGUAGE AND COMPOSITION

COURSE A.

Fontaine, *Livre de lecture et de conversation*. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Five hours weekly throughout the year.

Open to students of the Freshman Class who did not present French.

COURSE B.

Prose composition. Special study of syntax. Reading modern authors. Selections, prose and poetry, committed to memory.

First semester, five hours weekly.

Open to students who have presented minor requirements.

COURSE C.

Special Course in Grammar, Composition and Reading.

Second semester, five hours weekly.

Open to students who have finished Course B.

COURSE D.

Advanced Grammar and Composition. Practice in reading, writing, and speaking French, based on study of best authors of the nineteenth century.

Three hours weekly throughout the year.

Open to students who presented major requirements.

COURSE E.

Continuation of Course D.

Prescribed for Sophomores.

Two hours weekly throughout the year.

COURSE F.

Original prose: description and narration.

Open to Juniors and Seniors.

One hour weekly throughout the year.

COURSE G.

Advanced French conversation. Talks on assigned readings. Discussion of current topics.

Open to all students with permission of Instructor.

One hour weekly throughout the year.

COURSE H.

Advanced Composition and Conversation founded upon the customs and manners, history, industries, geography and literature of France.

Open to students who have taken Course D, or equivalent.

Two hours weekly throughout the year.

COURSE I.

A special course in Pronunciation and Elocution.

Open to all students with permission of Instructor.

One hour weekly throughout the year.

COURSE J.

Philology, Phonology, Morphology. Old French.

Open to Seniors.

Second semester, one hour weekly.

COURSE K.

Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of Grammar. Pronunciation, reading and composition. Practice in teaching.

Open to all students with the permission of the Instructor.

One hour weekly throughout the year.

COURSE K¹.

Rapid sight reading.

One hour weekly throughout the year.

COURSE K².

Scientific French. Readings in scientific literature.

One hour weekly throughout the year.

LITERATURE

COURSE L.

Origin and development of the French language and literature to the time of the Renaissance. Epic poetry. The rise of the French drama; mysteries, miracles and moralities. The first historians (Chroniqueurs).

One hour weekly throughout the year.

Open to Juniors and Seniors.

COURSE M.

Study of the writers of the Renaissance. The Classical Drama. A detailed study of the literary and social influences that produced the classic drama. The first semester will be devoted mainly to Corneille, the second to Racine and Molière.

One hour weekly throughout the year.

Prescribed for Sophomores.

COURSE N.

Evolution of the French Novel, with a study of Daudet, Coppeé, Feuillet, etc.

One hour weekly throughout the year.

Open to Juniors and Seniors.

COURSE O.

Evolution of the Letter. Theory and practice. Study of great letter-writers of the seventeenth, eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Juniors and Seniors.

COURSE P.

The Nineteenth Century Drama. Lectures and assigned readings. Critical study of the principal representatives.

Second semester, one hour weekly.

Open to Juniors and Seniors.

COURSE Q.

Victor Hugo. His life. The characteristics of his genius as novelist and as poet. Careful study of selected works.

First semester, one hour weekly.

Open to Juniors and Seniors.

COURSE R.

Lyric Poetry. An introduction to French versification, structure of the verse, hiatus, rhyme. Short history of French lyric poetry.

Second semester, one hour weekly.

Open to Seniors.

COURSE S.

A rapid review of French Literature, dealing only with writers of first importance.

First semester, one hour weekly.

Open to all students, with the permission of the Instructor.

COURSE T.

A course in French History, showing the growth of the French nation and its relation with the other countries of Europe.

One hour weekly throughout the year.

Open to all students, with the permission of the Instructor.

ENGLISH

RHETORIC AND COMPOSITION

COURSE A.

Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. Genung, *The Working Principles of Rhetoric*. Nutter, Hersey, and Greenough, *Specimens of Prose Composition*.

Three hours weekly.

Prescribed for Freshmen.

COURSE B.

Argumentation. Lectures and seminars. Critical study of selected arguments. Briefs and forensics. Baker, *Principles of Argumentation*.

Two hours weekly.

Prescribed for Sophomores.

COURSE C.

The technique of English verse. Lectures on English verse from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.

First semester, two hours weekly.

Prescribed for Juniors.

COURSE D.

Special Rhetoric.

First semester, two hours weekly.

Designed for students who desire instruction to meet individual needs. With the permission of the Instructor, Juniors may substitute this course for Course C.

COURSE E¹.

Short story writing.

First semester, two hours weekly.

Open to Seniors.

COURSE E².

Literary criticism.

Second semester, two hours weekly.

Open to Seniors.

LITERATURE

COURSE F.

Chaucer, Spenser, and their contemporaries.

First semester, two hours weekly.

Open to Sophomores.

COURSE G.

The rise of the English drama. English mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

First semester, one hour weekly.

Open to Sophomores.

COURSE H.

Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art.

Second semester, two hours weekly.

Open to Sophomores.

COURSE I.

Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems.

Second semester, one hour weekly.

Open to Sophomores.

COURSE J.

English letter-writers. Theory and practice. Study of great letter-writers of the eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Sophomores.

COURSE K¹.

The Classical Age. Manly, *English Poetry*; Manly, *English Prose*.

First semester, two hours weekly.

Open to Juniors.

COURSE K².

Special study of Jane Austen.

First semester, one hour weekly.

Open to Juniors.

COURSE L.

English Romanticism. Manly, *English Poetry*.

Second semester, two hours weekly.

Prescribed for Juniors.

COURSE M.

Wordsworth. His life. The characteristics of his genius. His relation to his age. The development of his genius. The classification and text of his poems.

Second semester, two hours weekly.

Open to Juniors.

COURSE N.

Special study of some nineteenth-century writer or writers.

Second semester, one hour weekly.

Open to Juniors.

COURSE O.

Tennyson. Lectures on his life and art. Careful study of *In Memoriam*, *The Idylls of the King*, and selected short poems.

First semester, two hours weekly.

Open to Seniors.

COURSE P.

Prose Fiction as an art, with special reference to the great English Novelists—Scott, Dickens, Thackeray, and George Eliot. Critical study of plot, characters, and setting in selected novels and short stories.

Two hours weekly.

Open to Seniors.

COURSE Q.

English Essayists.

Two hours weekly.

Open to Seniors.

COURSE R.

History of American Literature. The Colonial Period. The Revolutionary Period. The Knickerbocker School. The Influence of Transcendentalism. The Concord Writers. The Anti-Slavery Movement. The Cambridge Poets. Literature in the South. Literature in the West. Novelists. Short Story Writers.

Two hours weekly.

Open to all Students.

ENGLISH PHILOLOGY

COURSE S.

Old English prose and verse. Bright, *Anglo-Saxon Reader*, *St. John's Gospel*.

Two hours weekly.

Open to Sophomores.

COURSE T.

Old English Texts. Beowulf. Poems of Cædmon and Cynewulf.

Two hours weekly.

Open to Juniors who have completed Course S.

HISTORY AND THE POLITICAL SCIENCES

The object of the course in History is threefold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of History. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

COURSE A.

MEDIEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual nationalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

Two hours weekly.

Open to Freshmen.*

COURSE B.

MODERN EUROPEAN HISTORY TO THE CLOSE OF THE EIGHTEENTH CENTURY.—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the Era of Religious Revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England; the French Revolution.

Open to Sophomores.

Three hours weekly.

* Course A is prerequisite to later elections, if such elections are to be recognized as major work in history.

COURSE C.

THE FRENCH REVOLUTION.—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations with detailed study of the French Revolution.

First semester, three hours weekly.

Open to Juniors.

COURSE CC.

THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in its French and European aspects.

Second semester, three hours weekly.

Open to Juniors.

COURSE D.

POLITICAL HISTORY OF ENGLAND.—This course covers the mediæval and modern periods of English history. The political, social and industrial conditions in relation to race development receive special attention.

Three hours weekly.

Open to Sophomores.

COURSE E.

AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American history from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

Three hours weekly.

Open to Juniors.

COURSE F.

HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey, and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

Two hours weekly.

Open to Seniors.

COURSE G.

AMERICAN COLONIAL HISTORY.—This course deals with the foundation and development of the Colonies: their influence on European history; their struggles for the land; the introduction of slavery; and the separation from British rule.

Two hours weekly.

Open to Sophomores, Juniors, and Seniors.

COURSE H.

THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the West.

Two hours weekly.

Open to Sophomores, Juniors, and Seniors.

COURSE I.

ELEMENTS OF POLITICS.—This course outlines the field of study of Political Science, analyzes the notions of state, government, constitution, and traces out the formation of some of the principal ancient and modern states.

Three hours weekly.

Open to Sophomores, Juniors, and Seniors.

COURSE J.

NATURE AND STRUCTURE OF POLITICAL SOCIETY.—A study of the evolution of Political Society in ancient and modern times, and a discussion of theories of society and government that have exerted an influence on social development.

Three hours weekly.

Open to Seniors.

COURSE K.

DEVELOPMENT OF PARLIAMENTARY GOVERNMENT.—A study of the rise and the development through successive centuries of the system of Parliamentary Government in England.

Three hours weekly.

Open to Seniors.

COURSE L.

COMPARATIVE STUDY OF MODERN GOVERNMENTS.—This course embraces an analysis of the problems of self-government, and a comparative study of the existing systems of government in the principal modern states. *Three hours weekly.*

Open to Seniors.

COURSE M.

1. BIBLIOGRAPHY.—Study of general historical bibliographies.

2. HISTORICAL CONSTRUCTION.—Nature and treatment of historical material.

Open to Seniors.

COURSE N.

ELEMENTS OF ECONOMICS.—Study of the general principles of economics as formulated in the smaller works of Walker and of Marshall. Money and distribution.

Open to Juniors and Seniors.

COURSE O.

ECONOMIC HISTORY.—A brief survey of the economic element in general history. Thorough study of the economic phenomena in English and American history.

Open to Juniors and Seniors.

COURSE P.

MODERN ECONOMIC PROBLEMS.—A study of the chief economic problems that confront modern society, and an analysis of the movements for social reform that represent attempts to solve these problems.

Open to Seniors.

COURSE Q.

ELEMENTS OF SOCIOLOGY.—The purpose of this course is to develop the power of observation and classification of social phenomena and to acquaint the student with the more important processes in social life.

Open to Sophomores.

COURSE R.

ADVANCED SOCIOLOGY.—Special social problems investigated with particular reference to present social conditions. The work is based on the previous elementary course and is open to those students only who have taken that course.

Open to Seniors.

MATHEMATICS

COURSE A.

SOLID GEOMETRY.—Demonstrations of propositions; application of principles to numerical examples.

One semester, three hours weekly.

COURSE B.

TRIGONOMETRY. — Plane and Spherical. — Trigonometric analysis; solution of triangles; application of principles to problems; goniometry; Napier's Rules; Napier's Analogies; Gauss' Formulæ; applications. *One semester, three hours weekly.*

COURSE C.

ADVANCED ALGEBRA.—Binomial theorem; indeterminate equations; undetermined coefficients; exponential theorem; logarithms. *One semester, three hours weekly.*

COURSE D.

ANALYTIC GEOMETRY.—Equations and properties of the point, right line and circle; of the parabola; ellipse; hyperbola. *One semester, three hours weekly.*

COURSE E.

CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

Two semesters, three hours weekly.

Open to students who have taken Courses B, C, and D.

COURSE F.

THEORY OF EQUATIONS AND DETERMINANTS.—General properties of Equations; symmetric functions; Cardan's solution; Ferrari's solution; Sturm's functions; Horner's method of solving numerical equations. Properties of Determinants; Determinants of special form; Matrices.

One semester, three hours weekly.

Open to students who have taken Courses B and C.

COURSE G.

CALCULUS. ADVANCED.—More detailed study of the principles of Differentiation and Integration. Partial Differentiation, Maxima and Minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. Differential Equations.

One semester, three hours weekly.

Open to students who have taken Course E.

COURSE H.

ANALYTIC GEOMETRY (Advanced Course).—A more detailed study of the Conic Sections; Higher Plane Curves; Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken Courses C and D.

COURSE I.

HISTORY OF MATHEMATICS.

One year, one hour weekly.

Open to students who have taken Course E.

COURSE J.

ANALYTICAL MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.

One semester, three hours weekly.

Open to students who have taken Courses E and H.

COURSE K.

TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

Two semesters, two hours weekly.

Open to Seniors who have taken Courses A, B, C, D, and E.

PHYSICS

COURSE A.

GENERAL PHYSICS.—Lectures, readings, recitations and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

First semester, five hours weekly.

Sound; Electricity; Magnetism.

Open to Sophomores.

Second semester, five hours weekly.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of Physics is presupposed.

COURSE B.

ADVANCED PHYSICS.—Mechanics; Light.

First semester, five hours weekly.

Theory of Heat; Electricity; Magnetism.

Second semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

WAVE MOTION AND SOUND.

Three hours weekly.

Open to students who have completed Course A.

COURSE D.

ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

Three hours weekly.

Open to students who have completed Course B.

COURSE E.

GENERAL DESCRIPTIVE PHYSICS.

Three hours weekly.

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

COURSE F.

ELECTRICITY.

Three hours weekly.

Open to students who have taken Course A or B.

CHEMISTRY

COURSE A.

INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.

Five hours weekly.

Open to Sophomores.

COURSE B.

QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.

First semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.

Second semester, five hours weekly.

Open to students who have completed Course B.

COURSE D.

ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

Five hours weekly.

Open to students who have completed Course A.

COURSE E.

ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Course A.

COURSE F.

Advanced Laboratory Course: Special Work in Organic Preparations, or Advanced Analytical Chemistry.

One semester, three hours weekly.

Open to students who have completed Courses A, B, C, and D.

BOTANY

COURSE A.

General Comparative Morphology and Physiology of Plants. A study of representative plants of various groups, and of the fundamental principles of plant life and relationship.

First semester, five hours weekly.

Special Morphology. Taxonomy and Adaptations of Higher Plants. Study of typical plants representing the more general groups of Angiosperms. Field excursions for the purpose of studying the local flora.

Second semester, five hours weekly.

COURSE B.

Comparative Morphology and Taxonomy of the Fungi. Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development.

First semester, five hours weekly.

General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.

Second semester, five hours weekly.

Elective for those who have taken Course A.

COURSE C.

Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ. Study of typical genera. Laboratory and field work.

Five hours weekly.

COURSE D.

Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Four hours weekly.

COURSE E.

General Physiology. Advanced work on the phenomena of absorption, nutrition, growth, irritability of plants; their reaction to changed surroundings, transformations, and ultimate assimilation of food. Laboratory work and lectures.

Five hours weekly.

COURSE F.

Dendrology. Biological and Taxonomical study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures.

Five hours weekly.

HYGIENE

GENERAL COURSE.

This course is intended to give an outline of the general principles of personal hygiene, domestic hygiene, and sanitary science.

Elective for all first-year students.

ART

GENERAL COURSE.—THE HISTORY OF ART.

Origin and grouping of the arts. Source and characteristics of æsthetic pleasure. Taste. Historic development of the Arts. Decorative and expressive Art. Style. Classification of the Arts. Architecture. Sculpture. Painting. Elementary architectural design.

Elective for Seniors.

COURSE A.

Origin and development of style in Architecture. Architecture as an art. Evolution of styles. Primitive and barbarous Architecture. Historic styles. Place of Architecture in modern culture.

COURSE B.

The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

COURSE C.

The historical development of Mediæval Architecture. Beginnings of Christian Art. Rise and development of Gothic styles. Cathedral Architecture in the West and East.

The above courses are open to all students. Instruction is given by means of lectures, illustrated by blackboard diagrams and representations, photographs, parallels of historic ornament, and lantern projections.

COURSE D.

The Fine Arts of the Middle Ages and the Renaissance. Special study of Italian painting. The Old Masters of the fourteenth, fifteenth and sixteenth centuries.

Open to Juniors and Seniors.

The lectures and seminars of Course D are held in THE O'CONNOR ART GALLERY and THE HOLOHAN SOCIAL HALL OF TRINITY COLLEGE, where a large and carefully chosen collection of paintings and engravings affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the city of Washington.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Anna Aloysius Coleman, Pelham Manor, New York.	Greek and Latin Group.
Margaret Louise Dooly, Salt Lake City, Utah.	Greek and German Group.
Blanche Manning Gavin, Quincy, Massachusetts.	Greek and Latin Group.
Marian Alice Gray, St. Louis, Missouri.	Greek and Latin Group.
Eleanor Patricia Griffin, New York City.	Latin and French Group.
Elizabeth Gertrude Lamb, Worcester, Massachusetts.	English and French Group.
Agatha Anna Linahan, New Haven, Connecticut.	English and French Group.
Margaret Mary McDevitt, Lancaster, Pennsylvania.	English and French Group.
Katharine Mary McEnelly, Hopkinton, Massachusetts.	Greek and Latin Group.
Mary Ellen McGorrisk, Des Moines, Iowa.	German and French Group.
Florence Elizabeth McMahon, Worcester, Massachusetts.	Latin and French Group.
Helen Loretto O'Mahoney, Lawrence, Massachusetts.	English and German Group.
Elsie Marie Parsons, Philadelphia, Pennsylvania.	Greek and Latin Group.
Marie Frances Rottermann, Dayton, Ohio.	Latin and German Group.
Florence Marie Rudge, Youngstown, Ohio.	Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

Katharine Mary McEnelly, A. B., Hopkinton, Massachusetts.	Greek and German.
Florence Marie Rudge, A. B., Youngstown, Ohio.	Latin and English.

BACHELOR OF SCIENCE

1905

Marian Alice Gray, A. B.,
St. Louis, Missouri.

Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Ella Josephine Casey, B. L., Smith College,
Lee, Massachusetts.

English and French Group.

Marguerite Marie Brosseau,
Chicago, Illinois.

English and French Group.

Anna Ellen Burke,
Boston, Massachusetts.

Greek and French Group.

Julia Mary Doyle,
Chicago, Illinois.

Latin and German Group.

Mary Agnes Feenan,
Salem, Massachusetts.

Latin and French Group.

Miriam Barbara Hayes,
New York City.

Latin and French Group.

Mary Regis Meehan,
Jamaica Plain, Massachusetts.

German and French Group.

Jane Louise MacDonald,
Boston, Massachusetts.

Latin and German Group.

Anna O'Brien,
Somers, Montana.

Latin and Mathematics Group.

Edna Madeleine O'Crowley,
Newark, New Jersey.

English and German Group.

Katharine O'Donahoe,
Omaha, Nebraska.

English and German Group.

Helen Brendan Scanlan,
Pawtucket, Rhode Island.

Latin and German Group.

Blanche Laura Sullivan,
Cincinnati, Ohio.

Greek and German Group.

BACHELOR OF ARTS

1906

Mary Elizabeth Doherty,
Worcester, Massachusetts.

German and Mathematics Group.

Mary Agnes Kennedy,
Charlestown, Massachusetts.

French and Botany Group.

Sara Treanor O'Neil,
Somerville, Massachusetts.

French and English Group.

Josephine Mary Vlymen,
Hempstead, New York.

Greek and Latin Group.

Spalding Young,
Lexington, Kentucky.

Latin and English Group.

BACHELOR OF LETTERS

1906

Anna Ivan Collins, North Adams, Massachusetts.

BACHELOR OF ARTS

1907

Mary Agnes Bradley, Worcester, Massachusetts.	Chemistry and English Group.
Margaret Cummings, Fall River, Massachusetts.	Chemistry and English Group.
Katharine Mary Doyle, Holyoke, Massachusetts.	History and German Group.
Veronica Eagan, Philadelphia, Pennsylvania.	English and French Group.
Alice Gertrude Feenan, Salem, Massachusetts.	English and French Group.
Mary Joanna Green, Everett, Massachusetts.	English and French Group.
Mary Isabel Higgins, Westerly, Rhode Island.	Latin and German Group.
Cecilia Clare Kelly, Brooklyn, New York.	Latin and French Group.
Elizabeth Rose Kennedy, Amsterdam, New York.	English and German Group.
Helen Gertrude Linehan, Cambridge, Massachusetts.	English and French Group.
Elizabeth Ward Loughran, Warren, Rhode Island.	Greek and Latin Group.
Mary Cecilia McCaffrey, Omaha, Nebraska.	Latin and English Group.
Susan McGorrisk, Des Moines, Iowa.	English and French Group.
Mary Elizabeth McKenna, New York City.	Mathematics and Latin Group.
Blanche Gertrude McMahon, Worcester, Massachusetts.	Botany and English Group.
Elizabeth Frances Moore, Springfield, Massachusetts.	Latin and English Group.
Irene Mary O'Crowley, Newark, New Jersey.	English and German Group.
Alice Mary Ryan, Brooklyn, New York.	Latin and English Group.
Helen Teresa Schofield, Chicago, Illinois.	English and German Group.
Mary Rose St. Clair, Collinsville, Connecticut.	Latin and English Group.

BACHELOR OF LETTERS

1907

Mary Margaret Connors, Buffalo, New York.	Marie Alice Fagan, Pittsburg, Pennsylvania.
--	--

MASTER OF ARTS

1908

Helen Catherine McNamara, A. B.,	Sociology and History Group.
Cornell University, 1907.	
Binghamton, New York.	

BACHELOR OF ARTS

1908

Anna Patricia Butler,	Latin and English Group.
Cambridge, Massachusetts.	
Lilian Callahan,	English and French Group.
Albany, New York.	
Margaret Mary Callaghan,	Latin and German Group.
Haverhill, Massachusetts.	
Mary Mildred Connolly,	Latin and German Group.
Bradford, Pennsylvania.	
Ora Maria Dansby,	German and Mathematics Group.
Fort Smith, Arkansas.	
Beatrice Antoinette Gavagan,	English and French Group.
Los Angeles, California.	
Louise Catharine Holohan,	Latin and French Group.
Waterbury, Connecticut.	
Agatha Rose Kelly,	Latin and English Group.
Penn Yan, New York.	
Marie Regina Madden,	Latin and English Group.
Brooklyn, New York.	
Janet Louise McQuaid,	English and French Group.
Holyoke, Massachusetts.	
Elizabeth Wenis Merkle,	German and French Group.
Chillicothe, Ohio.	
Marie Louise Simon,	English and German Group.
Philadelphia, Pennsylvania.	
Helen Teresa Vlymen,	Greek and Latin Group.
Hempstead, New York.	

BACHELOR OF LETTERS

1908

Mary Katharine Murray, Troy, New York.

BACHELOR OF ARTS

1909

Bertha Liguori Daeley, Devil's Lake, North Dakota.	English and French Group.
Constance Helen Harrington, O'Neill, Nebraska.	French and Chemistry Group.
Martha Teresa Logan, South Boston, Massachusetts.	English and Chemistry Group.
Agnes Mary Maher, Utica, New York.	Latin and English Group.
Lilian Teresa Moynahan, Glens Falls, New York.	English and French Group.
Mary Teresa Moriarty, Springfield, Massachusetts.	English and French Group.
Mary Desmond Murphy, Norwich, Connecticut.	English and French Group.
Mary Catharine Murray, Grand Rapids, Michigan.	Latin and German Group.
Mary O'Dwyer, Texarkana, Arkansas.	English and French Group.
Margaret Mary Sallaway, Dorchester, Massachusetts.	Latin and French Group.
Honorina Kennelly Shine, Holyoke, Massachusetts.	English and French Group.
Mary Cecilia Showel, Toledo, Ohio.	English and Mathematics Group.
Helen Esther Sullivan, Chicago, Illinois.	Latin and French Group.

BACHELOR OF LETTERS

1909

Mary Storrs Flynn, Dorchester, Massachusetts.	Rosario Lorando, Washington, District of Columbia.
Olivia Honora Hannan, Ironton, Ohio.	Mary Elizabeth McGane, Cincinnati, Ohio.
Martha Mary Kennedy, Worcester, Massachusetts.	Helen Teresa Nolan, Reading, Pennsylvania.
Laura Louise Yund, Amsterdam, New York.	

ENROLMENT OF STUDENTS

1909-1910

SENIOR CLASS

Emma Lucile Baillargeon	Seattle, Wash.
Beatrice Frances Barnes	Madison, Wis.
Dorothy Mary Barnes	Madison, Wis.
Agnes Constance Brady	Fall River, Mass.
Gertrude Adeline Connolly	Tulsa, Okla.
Katherine Helen Degnan	Providence, R. I.
Mary Teresa Droste	Grand Rapids, Mich.
Rose Helene Finn	Holyoke, Mass.
Loretto Galligan	Taunton, Mass.
Jeannette Hays	Canton, Ohio.
Clare Christine Kennedy	Amsterdam, N. Y.
Mary Katharine Kerby	Washington, D. C.
Hazel Frances Larkin	Bartlesville, Okla.
Edith Marie Lennon	Lowell, Mass.
Helen Margaret McKeever	Hollywood, Cal.
Mary Elizabeth McKeough	Amsterdam, N. Y.
Marie Aloysius McNally	White Haven, Pa.
Alice Elizabeth Meagher	Pawtucket, R. I.
Lillian Monica Reavy	Springfield, Mass.
Bertha Josephine Strootman	Buffalo, N. Y.
Elizabeth Louise Sullivan	Bangor, Maine.
Gertrude Margaret Schofield	Chicago, Ill.
Katherine Louise Walsh	Davenport, Iowa.

JUNIOR CLASS

Amy Boughan	Chicago, Ill.
Rosalind Madeleine Brownell	Waterbury, Conn.
Esther Byrne	Omaha, Nebr.
Agnes Laurentia Callaghan	Haverhill, Mass.
Imogene Julia Carraher	Seattle, Wash.
Bernadette Mercedes Cashin	Peoria, Ill.
Agnes Marie Finnegan	New Britain, Conn.
Mary Bashford Galvin	East Greenwich, R. I.
Agnes Elizabeth Graves	Albany, N. Y.
Kathleen Josephine Greeley	Holyoke, Mass.
Mary Elizabeth Hanlon	Hillsboro, Ohio.
Isabelle Josephine Harrity	Philadelphia, Pa.
Margaret Mary Hennessey	Milwaukee, Wis.
Ellen Alice Herron	Auburn, N. Y.

Eva Mary Hildebrand
 Victoria Miriam Kenny
 Grace Marion Lombard
 Mary Julia MacMahon
 Mary Margaret Maxwell
 Catherine Vincentia McCann
 Lucy Anne McCarthy
 Edith McDonald
 Catharine Aloyse McLoughlin
 Mary Louise Martin
 Eleanor Cruice O'Brien
 Marguerite O'Leary
 Patience Mary O'Neil
 Marguerite Elise Pace
 Helena Gertrude Sheehan
 Agnes Mary Shillow
 Zita Simms
 Anne Mary Splane
 June Frances Sutcliffe
 Claire Marie Wallis

Rhinelander, Wis.
 Scranton, Pa.
 Worcester, Mass.
 Holyoke, Mass.
 Dakota City, Nebr.
 New York City.
 Troy, N. Y.
 Minneapolis, Minn.
 Worcester, Mass.
 Waterbury, Conn.
 St. Paul, Minn.
 Richibucto, N. B.
 Akron, Ohio.
 Covington, Ky.
 Buffalo, N. Y.
 Columbia, Pa.
 Attleboro, Mass.
 Manchester, N. H.
 Pawtucket, R. I.
 Philadelphia, Pa.

SOPHOMORE CLASS

Corinna Anne Barrett
 Anne Margaret Boyle
 Mary Christine Burns
 Marie Monica Driscoll
 Katharine Agnes Finn
 Mary Margaret Flanagan
 Maude Elizabeth Gaynor
 Mary Alice Giblin
 Florence Louise Gilbride
 Florence Grandon Haag
 Mary Madeleine Hastings
 Cecilia Katherine Kays
 Caroline Barbara Kempel
 Alma Theodore Madden
 Evelyn Elizabeth McCaffrey
 Eileen Marie McDonough
 Mary Cecilia McEnelly
 Edith Keogh McFadden
 Ellen Elizabeth McQuade
 Katherine Florentine McSweeney
 Florence Jane Mills
 Alice Elizabeth Mills

Caribou, Maine.
 Sharon, Pa.
 Bangor, Maine.
 Reading, Pa.
 Dedham, Mass.
 Pittsburg, Pa.
 Nyack, N. Y.
 Scranton, Pa.
 Lowell, Mass.
 New York City.
 Medford, Mass.
 Los Angeles, Cal.
 Akron, Ohio.
 Brooklyn, N. Y.
 Omaha, Nebr.
 Galveston, Texas.
 Hopkinton, Mass.
 Dubuque, Iowa.
 Lowell, Mass.
 Glens Falls, N. Y.
 Fall River, Mass.
 Fall River, Mass.

Marion Louise Mitchell
 Katherine Marie O'Donnell
 Regina Cecilia O'Malley
 Alma Kathryn Petersen
 Florence Marguerite Riley
 Mary Victoria Vlymen
 Mary Regina Walsh
 Mary Gertrude Whitton

Concord, N. H.
 Lowell, Mass.
 Wilkes-Barre, Pa.
 Fairmont, Minn.
 Binghamton, N. Y.
 Hempstead, N. Y.
 Roxbury, Mass.
 Olean, N. Y.

FRESHMAN CLASS

Margaret Alice Barrett
 Louise Lucy Becker
 Frances Blake
 Frances Catherine Cashman
 Florence Honora Clarke
 Madeleine Jeanne Carpentier
 Margaret Mary Collins
 Mary Ellen Connolly
 Margaret Genevieve Connolly
 Helen Agnes Cronin
 Mary Catherine Cummings
 Alice Louise Donovan
 Blanche Katherine Driscoll
 Elizabeth Teresa Friel
 Vivian Blanche Hamel
 Katherine Marie Harden
 Mary Agnes Huberty
 Ruth Elizabeth Kean
 Rosemary Lardner
 Rita Mary McDevitt
 Anne Claire McNeelis
 Dorothy Cecelia McQuaid
 Mary Blamid McTigue
 Irene Collins Moriarity
 Erin Rose Morrison
 Antoinette Baxter Murphy
 Anna Edena Murray
 Anna Neacy
 Margaret Catherine Norman
 Mary Irma Ryan
 Lorine Agnes Scanlan
 Mary Cherubim Stapleton
 Helen Germaine Stokes
 Alice Elizabeth Sullivan

Buffalo, N. Y.
 Wilkes-Barre, Pa.
 Buffalo, N. Y.
 Newburyport, Mass.
 Ortonville, Minn.
 Washington, D. C.
 Washington, D. C.
 Washington, D. C.
 Bradford, Pa.
 Manchester, N. H.
 Fall River, Mass.
 Lynn, Mass.
 Buffalo, N. Y.
 Waterville, Maine.
 Nashua, N. H.
 Brooklyn, N. Y.
 Brooklyn, N. Y.
 Manchester, N. H.
 Davenport, Iowa.
 Pawtucket, R. I.
 Johnstown, Pa.
 Jacksonville, Fla.
 Binghamton, N. Y.
 Waterbury, Conn.
 Prescott, Ariz.
 Englewood, N. J.
 Troy, N. Y.
 Milwaukee, Wis.
 Baltimore, Md.
 Bad Axe, Mich.
 Sioux Falls, S. D.
 Rhinelander, Wis.
 Scranton, Pa.
 Lowell, Mass.

HEARERS

Helen Gertrude Baker
Marie Teresé Carpentier
Helen Mary Cudahy
Elsa Coblenzer
Irene Eleanor Daly
Margaret Katherine Dollard
Katherine Kirby
Margaret McCormick
Margaretta Symons

Worcester, Mass.
Washington, D. C.
Milwaukee, Wis.
Washington, D. C.
Portland, Ore.
Troy, N. Y.
Washington, D. C.
Erie, Pa.
Washington, D. C.



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TRINITY COLLEGE

WASHINGTON, D. C.

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OF THE
UNIVERSITY OF ILLINOIS

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1911-1912

Trinity College is conducted by the **SISTERS OF
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE, WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE STATE OF NEW YORK.**

LEGAL FORM OF BEQUEST : I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.



TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1911-1912

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Express and freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information, and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1911

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1912

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1	2	3	4	5	6	7	1	2	3	4	5	1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30	27	28	29	30	31	24	25	26	27	28	29	30	29	30	31
...

ACADEMIC CALENDAR

1911

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 3.
Mid-year Examinations begin,	Tuesday, Jan. 17.
Mid-year Examinations end,	Monday, Jan. 23.
Spiritual Retreat for the Students begins at 5 p. m.,	Tuesday, Jan. 24.
Second Semester begins,	Monday, Jan. 30.
Easter Vacation begins at noon,	Wednesday, April 12.
Easter Vacation ends at 5 p. m.,	Monday, April 17.
Founders' Day,	Monday, May 1.
Final Examinations begin,	Monday, May 15.
Final Examinations end,	Friday, May 26.
Ascension Day,	Thursday, May 25.
Baccalaureate Sermon,	Sunday, May 28.
Commencement Exercises,	Thursday, June 1.
Entrance Examinations at the Centres begin,	Monday, June 5.
Entrance Examinations at the Centres end,	Saturday, June 10.
Entrance Examinations at the College begin,	Monday, Sept. 25.
Registration of Students,	Wednesday, Sept. 27.
College Exercises begin at 9 o'clock,	Thursday, Sept. 28.
Thanksgiving Day,	Thursday, Nov. 30.
Christmas Vacation begins at noon,	Wednesday, Dec. 20.

1912

Christmas Vacation ends at 5 o'clock,	Monday, Jan. 8.
Mid-year Examinations begin,	Tuesday, Jan. 16.
Mid-year Examinations end,	Monday, Jan. 22.
Spiritual Retreat for the Students begins at 5 p. m.,	Tuesday, Jan. 23.
Second Semester begins,	Monday, Jan. 29.
Easter Vacation begins at noon,	Wednesday, April 3.
Easter Vacation ends at 5 p. m.,	Monday, April 8.

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Education (Science and Art of Study, Philosophy, Psychology,
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Apologetics.

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OF THE
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Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library or a Chair, or to assist in building a Hall or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living and dead, every Saturday.

TRINITY COLLEGE

LOCATION.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only in the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a twofold idea is kept in view: the *true scholar*, with knowledge many-sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 11,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals, literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

THE O'CONNOR ART GALLERY.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1904 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters, donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that “to live in Washington is an education in itself, and to be a student at one of Washington’s educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institute, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places

and at others rich in economic, scientific, and historic interest, *e. g.* the Treasury Department, the Patent Office, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought—men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

SCOPE OF THE COLLEGE.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees, and it is registered with the University of the State of New York.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students, undergraduate students, and hearers.

Graduate Students are those who have taken their first degree at Trinity College, or at some other college of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who have passed the required entrance examinations and who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

Hearers are those who, by concession of the Faculty, attend some of the courses. They are not required to take the entrance examinations, but must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination after the successful completion of a high-school or academy course of four years. There is no high-school or academy attached to the College.

As evidence of the thoroughness of their preparation for admission to College, candidates must pass examinations in subjects amounting to sixteen (16) unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of this requirement are named in the following list. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.*

The subjects prescribed for all candidates for admission are :

English	3 units
History (which includes two separate topics) . . .	1 unit
Mathematics	3 units
Latin	4 units
The Major Requirement in Greek, or French, or German	3 units

In addition to the above fourteen (14) units, each candidate must present two (2) units from the following subjects :

The Minor Requirement in one of the languages not offered for major standing	2 units
History (in addition to the amount prescribed above)	1 unit
Physics	1 unit
Chemistry	1 unit
Botany	1 unit
Zoölogy	1 unit
Music	1 unit

*Although no formal entrance examination is held in Religion, it is expected, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

Where “conditions” in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS	
COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION	TRINITY COLLEGE EXAMINATION
<i>Subjects</i>	<i>Subjects</i> <i>Units</i>
English, <i>a</i> and <i>b</i>	= English 3
History, <i>a</i> and <i>b</i> , or <i>c</i> and <i>d</i> *	= History 1
Mathematics, <i>a</i> (<i>i</i> and <i>ii</i>) and <i>c</i>	= Mathematics 3
Latin, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>d</i> , <i>l</i> , and <i>m</i>	= Latin 4
 <i>One of the following:</i>	
Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>f</i> , and <i>g</i> French, <i>a</i> and <i>b</i> German, <i>a</i> and <i>b</i>	$\left. \vphantom{\begin{array}{l} \text{Greek, } a \text{ (} i \text{ and } ii \text{), } b, c, f, \text{ and } g \\ \text{French, } a \text{ and } b \\ \text{German, } a \text{ and } b \end{array}} \right\} = \left\{ \begin{array}{l} \text{Major Requirement in one of} \\ \text{the following:} \\ \text{Greek, or French, or German} \end{array} \right\} 3$
 <i>One subject from Group I or two subjects from Group II:</i>	
<i>Group I:</i> Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>f</i> , and <i>g</i> French, <i>a</i> German, <i>a</i>	$\left. \vphantom{\begin{array}{l} \text{Greek, } a \text{ (} i \text{ and } ii \text{), } b, f, \text{ and } g \\ \text{French, } a \\ \text{German, } a \end{array}} \right\} = \left\{ \begin{array}{l} \text{Two units to be chosen from the} \\ \text{following:} \\ \text{The Minor Requirement in one of} \\ \text{the languages not offered for major} \\ \text{standing (Greek, or French, or Ger-} \\ \text{man)} \end{array} \right\} 2$
<i>Group II:</i> History, <i>a</i> , or <i>b</i> , or <i>c</i> , or <i>d</i> (not offered above) Physics Chemistry Botany Zoölogy Music	
	$\left. \vphantom{\begin{array}{l} \text{History, } a, \text{ or } b, \text{ or } c, \text{ or } d \\ \text{(not offered above)} \\ \text{Physics} \\ \text{Chemistry} \\ \text{Botany} \\ \text{Zoölogy} \\ \text{Music} \end{array}} \right\} = \left\{ \begin{array}{l} \text{History (in addition to the amount} \\ \text{prescribed above)} \\ \text{Physics} \\ \text{Chemistry} \\ \text{Botany} \\ \text{Zoölogy} \\ \text{Music} \end{array} \right\} 1$

*Any other combination of the divisions of History will be accepted.

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic Diploma will be accepted in lieu of the examination in any subject.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount, if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College in June and September of each year. In 1911 the entrance examinations will be held June 5 to June 10 and September 25 to September 28. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,	Brooklyn, N. Y., Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I., St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y., Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.
The Academy of Notre Dame,	Boston, Mass., Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass., Washington St.
The Academy of Notre Dame,	Lowell, Mass., Adams St.
Notre Dame Training School,	Waltham, Mass., Newton St.
St. John's School,	Worcester, Mass., Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.
Mount St. Mary's Academy,	Manchester, N. H., Hooksett Heights.
St. Joseph's Academy,	Deering, Maine.
St. Mary's Academy,	New Haven, Conn., Orange St.
Notre Dame Academy,	Waterbury, Conn.
The Academy of Notre Dame,	Philadelphia, Pa., W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa., 5th Ave.
St. Joseph's Academy,	Greensburg, Pa., Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.
Mount St. Mary's Seminary,	Scranton, Pa., Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.
The Academy of Notre Dame,	Cincinnati, Ohio, East 6th St.
The Academy of Notre Dame,	Cincinnati, Ohio, East Walnut Hill.
The Ursuline Academy,	Cleveland, Ohio, Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio, Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Conception College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,	Montreal, Quebec.	

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, JUNE, 1911

Monday, June 5.

- 9.30 A. M.—12.30 P. M. Latin.*
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 5.30 P. M. History.

Tuesday, June 6.

- 9.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Greek.
4.00 P. M.— 5.30 P. M. History.

Wednesday, June 7.

- 9.30 A. M.—11.30 A. M. English, Reading.
2.00 P. M.— 4.00 P. M. Chemistry.
4.00 P. M.— 5.30 P. M. French—minor.

Thursday, June 8.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 4.00 P. M. Algebra.
4.00 P. M.— 5.30 P. M. Zoölogy, or Music.

Friday, June 9.

- 9.30 A. M.—12.30 P. M. French.
2.00 P. M.— 4.00 P. M. Plane Geometry.
4.00 P. M.— 5.30 P. M. German—minor.

Saturday, June 10.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. Botany.
4.00 P. M.— 5.30 P. M. Solid Geometry or Trigonometry.

* The two periods in Latin are for candidates presenting new requirements. Candidates offering old requirements must take the test on Monday, June 5.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1911

Monday, September 25.

9.30 A. M.—12.30 P. M. German.

2.00 P. M.— 4.00 P. M. History.

4.00 P. M.— 6.00 P. M. English.

Tuesday, September 26.

9.30 A. M.—11.30 A. M. English.

2.00 P. M.— 5.00 P. M. French.

Wednesday, September 27.

8.30 A. M.—12.30 P. M. Latin.

2.00 P. M.— 4.00 P. M. Chemistry or Botany.

Thursday, September 28.

4.00 P. M.— 5.30 P. M. History.

Friday, September 29.

4.00 P. M.— 6.00 P. M. Physics or Zoölogy.

Saturday, September 30.

9.30 A. M.—11.30 A. M. Algebra.

Monday, October 2.

4.00 P. M.— 5.30 P. M. Plane Geometry.

DEFINITION OF REQUIREMENTS FOR ADMISSION

No candidate is expected to take examinations in all of the following subjects. For tabular statement of entrance requirements, see pages 22 and 23.

ENGLISH (3)

A. Books prescribed for reading are:

In 1909, 1910, and 1911, ten books selected from the following list, as prescribed below, are to be offered for examination:

GROUP I (two to be selected). Shakespeare's *As You Like It*, *Henry V*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

GROUP II (one to be selected). Bacon's *Essays*; Bunyan's *The Pilgrim's Progress, Part I*; Addison's *Sir Roger de Coverley Papers*; Franklin's *Autobiography*.

GROUP III (one to be selected). Chaucer's *Prologue*; Spenser's *Faërie Queene* (selections); Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury (First Series)*, *Books II and III*, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

GROUP IV (two to be selected). Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*; Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Newman's *Callista*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens's *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

GROUP V (two to be selected). Irving's *Sketch-Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays (Selected)*; Ruskin's *Sesame and Lilies*.

GROUP VI (two to be selected). Coleridge's *The Rime of the Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, *Book IV*, with special attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; *The Princess* (1912); Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Hervé Riel*, *Pheidippides*.

In 1912 nine books are to be selected as prescribed below:

GROUPS I, II, III, IV, as in 1909, 1910, 1911.

GROUP V (one to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *The Hero as Poet*, *The Hero as Man of Letters*, *The Hero as King*; Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies*.

GROUP VI (two to be selected). Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), *Book IV*, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *The Princess*; Browning's *Cavalier Tunes*, *The Lost Leader*, etc., as in Group VI above.

The candidate will be required to present evidence of a general knowledge of the subject-matter of the prescribed books, and to answer questions on the lives of their authors. The form of examination will usually be the writing of a paragraph or two on each of several topics. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

B. Books for Study and Practice:

In 1909, 1910, and 1911: Shakespeare's *Macbeth*; Milton's *Minor Poems*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

In 1912: Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*, Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

This part of the examination presupposes the thorough study of each of the works named. The examination will be upon subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

All writing must give evidence of knowledge of diction, sentences, and paragraphs. No candidate will be accepted whose work is notably defective in spelling, grammar, idiom, punctuation, or division into paragraphs.

For the satisfactory fulfilment of the requirement in English a course of four class periods a week for four years will be needful. The course of each candidate should include those books which are set for the entrance examination of the year in which she intends to present herself for admission to college.

REQUIREMENT FOR 1913, 1914 AND 1915.

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence, and appreciation.

English Grammar and Composition.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

1. READING.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

* Each unit is set off by semicolons.

(a) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

(b) Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

(c) Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens's *David Copperfield* or Dickens's *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

(d) Bunyan's *Pilgrim's Progress*, Part I; The *Sir Roger de Coverley Papers* in *The Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels With a Donkey*.

(e) Palgrave's *Golden Treasury* (*First Series*), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*; Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

At a conference of certain colleges, upon request of representatives of the schools, the following books were selected for recommendation to the schools; the examination, however, will be based on the full list as printed above :

The Old Testament; the *Odyssey*; Shakespeare's *As You Like It* and *Julius Cæsar*; Defoe's *Robinson Crusoe, Part I*; Scott's *Quentin Durward*; Selections from Lincoln; Macaulay's *Lord Clive and Warren Hastings*; Gray's *Elegy Written in a Country Churchyard*; Goldsmith's *Deserted Village*; Byron's *Prisoner of Chillon*; Arnold's *Sohrab and Rustum*.

2. STUDY.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro, Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

Examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen in accordance with the plan described earlier, from the lists headed *reading*; and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of boys and girls. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from her personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The tests on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

English: *a.* Reading and Practice. *b.* Study and Practice.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

MEDIEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time.

ENGLISH HISTORY.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes two of the above topics. Each topic is intended to represent one year of historical work, wherein the study is given at least three times a week.

LATIN (4), OLD REQUIREMENTS

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; the syntax of cases and verbs; the structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive; special drill on the principles of word-order and emphasis in connection with the study of sentence structure. (The Roman pronunciation is required.)

COMPOSITION.

Translation into Latin of continuous prose of moderate difficulty based on Cæsar and Cicero.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than the easier portions of Cicero's orations.

CÆSAR.

Selections from Cæsar's *Gallie War* equivalent in amount to four books.

CICERO.

Any six orations from the following list, but preferably the first six mentioned:

The four orations against *Catiline*, *Archias*, the *Manilian Law*, *Marcellus*, *Roscius*, *Milo*, *Sestius*, *Ligarius*, the *Fourteenth Philippic*.

VERGIL.

The first six books of the *Æneid* and so much of prosody as relates to accent, versification in general, and the dactylic hexameter.

For the satisfactory fulfilment of the requirement in Latin as outlined above, a course extending through four years, with five class periods a week, will be necessary.

LATIN (4), NEW REQUIREMENTS

In 1911 examinations will be set in both the old and the new requirements.

I. Amount and Range of the Reading Required.

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, *Gallie War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallie War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*)

and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Scope of the Examinations.

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Æneid*, I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding

of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As a tentative assignment of values, N R 1, N R 2, N R 4, and N R 5 are counted as one unit each, N R 3 as two units, and N R 6 as one-half unit; but N R 3 has no assigned value unless offered alone, N R 1, N R 2, and N R 6 have no assigned values unless offered with N R 4 or N R 5, and in no case is the total requirement to be counted as more than four units.

It is understood that this assignment of values will be reconsidered after the requirements have had a year or two of trial.

NR 1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).

NR 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).

NR 3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War*, I-IV, selected by the schools from Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.

NR 4. Cicero (orations for the *Manilian Law* and for *Archias*) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).

NR 5. Vergil (*Æneid*, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).

NR 6. Advanced Prose Composition.

GREEK (1 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

XENOPHON.

The first four books of the *Anabasis*.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (1 or 3)

MINOR REQUIREMENT (1)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédollière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mairét's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siècle de Paris*, Verne's Stories.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—This should comprise, in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Sieglère*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers's *L'expédition de Bonaparte en Égypte*, Vigny's *La canne de jonc*.

GERMAN (1 or 3)

MINOR REQUIREMENT (1)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Gemmelshausen*; Heyse's *L'Arrabiata*, *Das Mädchen von Treppi* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stöckl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der Zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der Zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Echenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolph's Page*; Moser's *Der Bibliothekar*; Mosher's *Wilkommen in Deutschland*; Riehl's *Novellen*—for example, *Burg Neidek*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterscher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

MATHEMATICS (3)

ALGEBRA.

i. TO QUADRATICS.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for three years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS * (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

* The requirement in Physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen*, *hydrogen*, *carbon*, *nitrogen*, *chlorine*, *bromine*, *iodine*, *fluorine*, *sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminium, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicised *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (= activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY * (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosaceæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Liliaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (*Sphaerella*).

* For a more detailed statement of the requirement in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

PHYSIOLOGY.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

ECOLOGY.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in Zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in Zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC * (1)

a. *Musical Appreciation*

- (1) A general knowledge of the principal musical forms—song, classic dance, fugue, sonata (all movements), symphony—and of their historical development.
- (2) A general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Purcell, Handel, Gluck, Haydn, Cherubini, Weber, Rossini, Glinka, Mendelssohn, Schumann, Wagner, Verdi.

* The requirement in Music is based on the report of a joint committee representing the Eastern Educational Musical Conference and the New England Education League.

(3) Familiarity with certain designated works. The works set for 1911 are:

Bach:	Prelude I and Fugue I, <i>The Well-Tempered Clavichord</i> . Gavotte, <i>Sixth Violoncello Suite</i> .
Handel:	Air with Variations, <i>The Harmonious Blacksmith</i> .
Haydn:	Largo from String Quartet (op. 74, No. 3).
Mozart:	Overture, <i>The Magic Flute</i> . Symphony in G Minor (entire).
Beethoven:	<i>Sonate Pathétique</i> (op. 13, entire). Larghetto from Second Symphony. Allegro con Brio from Fifth Symphony.
Weber:	Overture, <i>Der Freischütz</i> .
Schubert:	Moment Musical in F Minor (op. 94, No. 3). Song, <i>The Erl-King</i> . Song, <i>Hark, Hark, the Lark</i> .
Mendelssohn:	Scherzo, <i>Midsummer Night's Dream</i> . <i>Spinning Song</i> (op. 67, No. 4).
Chopin:	Polonaise (op. 40, No. 1). Nocturne (op. 37, No. 2).
Schumann:	<i>Aufschwung</i> (op. 12, No. 2). Song, <i>Im Wunderschönen Monat Mai</i> .
Wagner:	Overture, <i>Tannhäuser</i> . Siegfried's <i>Funeral March</i> , <i>Götterdämmerung</i> .

A written examination will be given to cover parts (1) and (2). In the test given to cover (3), the candidate will be expected to identify characteristic portions of the works set, when played by the examiner; and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform, or to read from printed music.

b. *Harmony*.

The examination in Harmony will consist only of a written test; there will be no test in performance. The candidate should have acquired:

- (1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass. These melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.
- (2) Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords).
(Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use.

c. *Counterpoint.*

The examination in Counterpoint will consist only of a written test; there will be no test in performance. The candidate should have had training in pianoforte-playing sufficient to enable her to render the Two-Part Inventions of Bach. The work should consist principally of written exercises on given or invented themes, as follows:

Chorals and melodies harmonized, with use of passing and ornamental tones; the several orders of Counterpoint in two, three and four voices, with and without *cantus firmus*; elementary practice in Double Counterpoint; Imitative Counterpoint in the style of the simpler Two-Part and Three-Part Inventions and Choral Preludes of Bach; general analytical study of contrapuntal compositions of larger scope, including detailed analysis (both as to harmonic scheme and as to contrapuntal treatment) of not less than ten pages from at least four fugues of Bach's Well-Tempered Clavichord.

There should be some practice with the C clef in reading and in writing. Familiarity with the alto and tenor clefs is especially desirable.

d. *Pianoforte.*

e. *Voice.*

f. *Violin.*

A knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use; the ability to analyse the harmony and form of hymn-tunes and simplest pieces for the pianoforte, involving triads and the dominant seventh chord and their inversions, passing tones, and modulation to nearly-related keys; the ability to harmonize, on paper, in four vocal parts, melodic fragments involving the use of triads and the dominant seventh chord and their inversions, in major keys.

In addition to the written examination there will be a test in performance.

EXPENSES

The charge for tuition for one year to all students entering in and after 1911 is	\$125 00
From this there is no deduction in case of withdrawal.	
The charge for board and residence for one year varies from . . .	300 00
According to the size and situation of the room occupied by the student.	to 400 00
Resident students must pay at entrance each year	300 00
Balance to be paid before Feb. 15.	
Board in the Christmas vacation is charged extra per week	7 00
Dinner and luncheon to non-resident students for one year	100 00
For chemicals and breakage in the laboratories	15 00
Drawing or Painting for special students in art for one year . . .	100 00
Drawing or Painting for students in the regular college course . .	50 00
Piano lessons and daily use of instrument for one year	100 00
Organ lessons and daily use of instrument for one year	100 00
Fee for the degree of Bachelor of Arts	15 00
Fee for the degree of Master of Arts	25 00
Certificate Fee	5 00
Gymnasium Fee per semester	1 00

Applications for rooms should be made as early as possible, and should be accompanied by a deposit of ten dollars. In order to secure a room it is necessary that a room-contract, which will be sent on application, should be signed and returned to the Secretary of the College. If the applicant enters the College in the year for which the room is reserved, the amount of the deposit will be deducted from the first College bill. If formal notice of withdrawal is sent to the Secretary before July 1st the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

A deposit of ten dollars must also be made by each student in residence who wishes to insure the tenure of her room for the following academic year. This deposit is made on the same conditions as stated above.

Every student who changes her room is required to pay an extra fee of ten dollars.

LATE REGISTRATION.—Registration at a later date than mentioned in the academic calendar is permitted only to students who show good cause for the delay, and these are required to pay a fee of one dollar for each day's delinquency. A fee of one dollar a day is also charged for tardiness in returning to the College after the Christmas or Easter holidays.

Tuition and all charges are payable in advance per semester.

The degree will not be granted to any student unless her college bills are paid before Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only, to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia, and subject to its nomination.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents; open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

Scholarships for the Blind are, at present, an urgent need at Trinity, and it is hoped that among the many kind friends of the College some generous benefactor will be interested in their establishment. Two students have passed most successful entrance examinations, and one has just completed a brilliant Freshman Course, thus proving that even such a drawback does not prevent the possibility of excellent work. A college education will secure for these young women positions that will make them self-supporting, and will enable them to be of service to others similarly afflicted.

An endowment of ten thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of five thousand dollars will establish in perpetuity, one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship," and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics and History.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

EXAMINATIONS IN COURSE.—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95-100 per cent; B, 85-95 per cent; C, 75-85 per cent; and D, 65-75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.).

Every candidate for the A. B. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects; *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow.

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

LATIN.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

German. French.
Mathematics. History.

JUNIOR YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

LATIN.

ELECTIVES:

German. French.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

GREEK.

CHURCH HISTORY.

LATIN.

PHILOSOPHY.

Ethics.

German. French. English.
Mathematics. Science.
Philosophy. Education. Art.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

GERMAN.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

Greek. French.
Mathematics. History.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

GERMAN.

PHILOSOPHY.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

Greek. French. Science.
History. Mathematics.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Ethics.

Greek. French. English.
Mathematics. Science.
Philosophy. Education. Art.

LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. German.
Mathematics. History.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

ELECTIVES:

The Church in the Middle Ages.

Greek. German.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Greek. German. English.

Mathematics. Science.

Philosophy. Education. Art.

Ethics.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

Rhetoric and Composition.
Literature.
Philology.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. German. French.
History. Mathematics.

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ENGLISH.

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Literature.
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SACRED SCRIPTURE.

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Philosophy. Education. Art.

CHURCH HISTORY.

The Church in the Middle Ages.

SENIOR YEAR

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ENGLISH.

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Mathematics. Science.
Philosophy. Education. Art.

CHURCH HISTORY.

PHILOSOPHY.
Ethics.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
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FRENCH.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

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Mathematics. History.

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The Church in the Middle Ages.

FRENCH.

ENGLISH.

Rhetoric and Composition.
Literature.

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History. Mathematics.
Science. Philosophy.
Education. Art.

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ELECTIVES:

GERMAN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. Latin. English.
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Philosophy. Education. Art.

ENGLISH AND GERMAN

SOPHOMORE YEAR

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The Church in the Græco-Roman
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PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

GERMAN.

ELECTIVES:

Greek. Latin. French.

Mathematics. History.

JUNIOR YEAR

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CHURCH HISTORY.

The Church in the Middle Ages.

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Rhetoric and Composition.

Literature.

Philology.

GERMAN.

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Greek. Latin. French.

Mathematics. History.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

GERMAN.

Greek. Latin. French.

Mathematics. Science.

Philosophy. Education. Art.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

ENGLISH.

SACRED SCRIPTURE.

Rhetoric and Composition.
Literature.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

Philology.

FRENCH.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. Latin. German.

SCIENCE.

Mathematics. History.

JUNIOR YEAR

RELIGION.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

SACRED SCRIPTURE.

FRENCH.

ELECTIVES:

Greek. Latin. German.

Mathematics. History.

CHURCH HISTORY.

The Church in the Middle Ages.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

ENGLISH.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. Latin. German.

Mathematics. Science.

Philosophy. Education. Art.

HISTORY AND THE POLITICAL SCIENCES

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Mediæval History.

POLITICAL SCIENCE.

Elements of Political Science.

ELECTIVES:

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Mathematics.

SCIENCE.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Modern History.

POLITICAL SCIENCE.

Development of Parliamentary Gov-
ernment.

Comparative Study of Modern Gov-
ernments.

ELECTIVES:

Constitutional History of the United
States.

History of the Foreign Relations of
the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

HISTORY.

POLITICAL SCIENCE.

Greek. Latin. German.

French. English.

Philosophy. Education. Art.

COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

COURSE A.

APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.

COURSE B.

GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.

COURSE C.

SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.

COURSE D.

RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schanz's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

COURSE A.

Original Languages of Sacred Scripture classified and described; History of the Original Texts; of the Principal Ancient Versions, the Septuagint, Old Itala, and the Latin Vulgate; Manuscripts, Printed Texts and Principal Editions.

History of the Latin Vulgate in the Council of Trent; Interpretation of the Decree "Insuper."

History of the English Versions, especially of the Catholic Douay Edition.

COURSE B.

THE THREEFOLD AUTHORITY OF SACRED SCRIPTURE.

1. *Human* Authority of Scripture: General Introduction; History of the Human Origin and of the Human Authority of the Gospels in General; Apostolic Authorship, Preservation of the Texts and Reliability of the Four Gospels in General. In Particular:

Authorship, Place and Date of Composition, Purpose, Language, Peculiarities, General Plan, and Analysis of St. Matthew's Gospel.

Life, Character, and Writings of St. John: The Johannine Authorship, Occasion, Purpose, Peculiarities, General Plan, and Analysis of the Fourth Gospel.

Life, Character, and Writings of St. Paul: Authorship, Place, and Date of Composition, Purpose, Peculiarities, General Plan, and Analysis of the principal Epistles of St. Paul.

COURSE C.

2. *Divine* Authority of Scripture: Scripture Divine in Contents and in Source; Revelation and Inspiration. Criteria, Existence, Nature, Extent, and Effects of Inspiration explained and established.

COURSE D.

3. *Canonical or Ecclesiastical Authority of Scripture*: Inspiration and Canonicity, how related.

Canon of Scripture defined; Canonical, Protocanonical, Deuterocanonical, and Apocryphal Books.

Palestinian and Alexandrian Canons of the Old Testament; How related; Catholic Canon established.

COURSE E.

THE INTERPRETATION OF SACRED SCRIPTURE:

Hermeneutics: Definition and Divisions; Rational, Christian, and Catholic Principles of Interpreting Sacred Scripture explained and established.

The Decree of Trent as to "the Sense of the Church and the Consent of the Fathers," explained and established.

The Catholic Rule of Faith explained and vindicated.

Biblical Rationalism in general exposed and refuted; Revelation; Mysteries; Miracles; Prophecy established; Rationalistic Principles of Interpreting Sacred Scripture explained and refuted.

COURSE F.

General Introduction to the Old Testament: Special Introduction: Authorship, Date of Composition, Purpose, Plan, Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books; Poetry of the Bible; Book of Job; Psalms.

Nature and Importance of Old Testament Prophecy; Supernatural in Origin.

Messianic Prophecies. Peculiarities; Value established; The Messiah; Family, Time and Place of Birth, Life, Character, Sufferings, Death and Burial of the Messiah prophesied and fulfilled.

Prescribed for Freshmen, Sophomores, and Juniors.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

COURSE A.

GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.—In this course, preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

COURSE B.

1. THE CHURCH IN THE GRÆCO-ROMAN WORLD.—(A. D. 29–312).—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

2. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of

the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

COURSE C.

1. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

2. (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

3. (A. D. 1303-1517). The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

COURSE D.

1. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.

2. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.

3. (A. D. 1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors.

PHILOSOPHY

COURSE A.—LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Two hours a week for a year.

Prescribed for Freshmen.

COURSE B.—BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

Three hours a week for one semester.

Prescribed for those who can not follow Course A.

COURSE C.—INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its history, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Two hours a week for a year.

Prescribed for Sophomores.

COURSE D.—PSYCHOLOGY.

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Three hours a week for one semester.

Prescribed for Sophomores and Juniors in alternate years.

COURSE E.—ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Three hours a week for one semester.

Prescribed for Seniors.

COURSE F.—HISTORY OF PHILOSOPHY.

1. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.

2. MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.

3. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Two hours a week for a year.

Open to Juniors and Seniors.

COURSE G.—LECTURES AND SEMINARS IN PHILOSOPHY.

1. Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism.

2. Critical study of philosophical essays selected from current numbers of leading reviews and magazines.

Two hours a week for one semester.

Open to Seniors.

EDUCATION

COURSE A.—HISTORY, ANCIENT AND MEDIEVAL.

1. Sketch of pre-Christian systems of Education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

2. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.

3. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

First semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE B.—HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Second semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE C.—THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

First semester, two hours weekly.

Elective for Juniors.

COURSE D.—THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Second semester, two hours weekly.

Elective for Juniors.

COURSE E.—THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

First semester, three hours weekly.

Elective for Seniors.

COURSE F.—GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Second semester, two hours weekly.

Elective for Seniors.

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Course D (Psychology) and Course E (Ethics) of the Department of Philosophy. In connection with Courses E and F of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

GREEK

COURSE A.

Grammar. Exercises in writing Greek. Xenophon, *Anabasis*.
General Introduction to the study of Greek. *Five hours weekly.*

Open to students who did not present Greek at entrance.

COURSE B.

Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition. *Five hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE C.

New Testament Greek. Selections from the Christian writers. *Three hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE D.

Homer, *Odyssey*. Plato, *Apology* and *Crito*. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities. The Philosophy of Plato.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE E.

Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Lucian, *Selected Dialogues*. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE F.

Euripides, *Medea* and *Alcestis*. Iambic, elegiac and melic poets. Prose composition.

Lectures—The Elegy. The Dorian and Æolian Schools. Rise and Development of Tragedy. *Three hours weekly.*

Prescribed for Sophomores in the Greek groups.

COURSE G.

Demosthenes, *De Corona*. Selections from Herodotus, Thucydides and Xenophon. *Two hours weekly.*

Open to second or third-year students.

COURSE H.

Sophocles, *Antigone* and *Electra*. Aristophanes, *Selections*.

Lectures—The Attic Comedy. *Three hours weekly.*

Open to Juniors in the Greek groups.

COURSE I.

Plato, *Republic*. The Bucolic Poets. *Two hours weekly.*

Open to Juniors in the Greek groups.

COURSE J.

Aristotle, *Poetics*.—Sophocles, *Œdipus Tyrannus*. Æschylus, *Prometheus Vincetus* and *Seven Against Thebes*.

Lectures—Ruins and Excavations of Greece. Athenian Art.

Three hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

COURSE K.

Pindar, *Selected Odes*. General review of Greek literature.

Second semester, two hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

COURSE L.

Greek Syntax. *One hour weekly.*

Open to Seniors who have finished the requirements in the Greek groups.

COURSE M.

Greek History from original sources. *One hour weekly.*

Open to all students in Greek except Freshmen.

COURSE N.

Greek Myths. *One hour weekly.*

Open to all students except Freshmen.

LATIN

COURSE A.

Livy, *Book I.* Horace, *Odes* and *Epodes.* Prose composition.

Four hours weekly.

Prescribed for Freshmen.

COURSE B.

Sight Reading.

One hour weekly.

Open to Freshmen.

COURSE C.

Cicero, *Letters.* Horace, *Satires* and *Episiles.* Prose composition.

Three hours weekly.

Prescribed for Sophomores in the Latin groups.

COURSE D.

Tacitus, *Germania* and *Agricola.* Ovid, *Selections.*

Two hours weekly.

Open to Sophomores.

COURSE E.

Sight Reading.

One hour weekly.

Open to Sophomores.

COURSE F.

History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE G.

Pliny, *Selected Letters.* Juvenal, *Satires.* Martial, *Epigrams.*

Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE H.

Sight Reading.

One hour weekly.

Open to Juniors.

COURSE I.

Prose composition.

One hour weekly.

Open to Juniors.

COURSE J.

Plautus, *Three Plays*. Lucretius, *Books I and V*.

Two hours weekly.

Open to Seniors.

COURSE K.

Suetonius, *Selected Lives*. Tacitus, *Histories*.

Two hours weekly.

Open to Seniors.

COURSE L.

Seneca, *Moral Essays*. Selections from Christian Fathers.

Two hours weekly.

Open to Seniors.

COURSE M.

Ovid, *Fasti*. Vergil, *Books VII–XII*.

Two hours weekly.

Open to Seniors.

COURSE N.

Sight Reading.

One hour weekly.

Open to Seniors.

COURSE O.

Advanced Prose Composition.

One hour weekly.

Open to Seniors.

COURSE P.

Introduction to Palæography.

One hour weekly.

Open to Seniors.

GERMAN

COURSE A¹.

Grammar. Readings and selected lyrics with practice in speaking and writing German.

Five hours weekly.

Open to students who did not present German at entrance.

COURSE A².

Short course. Grammar. Reading of short stories by modern writers.

Three hours weekly.

Open to students who did not present German.

COURSE B¹.

Grammar. Prose composition. Reading. Conversation.

First semester, five hours weekly.

Open to students who presented minor requirements in German.

COURSE B².

Grammar. Prose composition. Modern and classical prose and verse.

Second semester, five hours weekly.

COURSE C.

Grammar. Prose composition. Modern and classical prose and verse. History of German literature of the eighteenth century. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who presented major requirements in German.

COURSE D.

German prose. Subjects in Philology. *Two hours weekly.*

Primarily for students of the Latin groups.

COURSE E.

The German Drama. Special study of representative dramas. Prose composition. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course C or B².

COURSE F.

Scientific German. Readings in current scientific literature.

Three hours weekly.

Primarily for students in the science groups.

COURSE G.

The German Novel. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course E.

COURSE H.

German conversation. Discussion of current events and assigned topics.

One hour weekly.

Open to all students in German.

COURSE I.

German Epic Poetry. Special study of some of the principal epics. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE J¹.

Advanced composition. Letters. Narration. Description.

One hour weekly.

Open to students who have taken Course E or G.

COURSE J².

Advanced composition. Die Chrie. Charakteristiken. Abhandlungen.

One hour weekly.

Open to students who have taken Course J¹.

COURSE K.

German literature in the first half of the nineteenth century. Romanticism. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE L.

Middle High German. *Das Nibelungenlied*. *Kudrun*. Hartmann, *Der Arme Heinrich*. Wolfram, *Parzival*. Walther von der Vogelweide. Translation into modern German. Lectures and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE M.

Old High German. Braune, *Althochdeutsche Grammatik und Lesebuch*.

Two hours weekly.

Open to students who have taken Course L.

COURSE N.

History of the German Language.

Second semester, one hour weekly.

Open to students who are taking Course L or M.

COURSE O.

Germanic Mythology.

First semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE P.

Germanic Antiquities.

Second semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE Q.

Special study of German history.

One hour weekly

Open to students who have taken Course E or G.

FRENCH

LANGUAGE AND COMPOSITION

COURSE A.

Fontaine, *Livre de lecture et de conversation*. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Five hours weekly throughout the year.

Open to students of the Freshman Class who did not present French.

COURSE B.

Prose composition. Special study of syntax. Reading modern authors. Selections, prose and poetry, committed to memory.

First semester, five hours weekly.

Open to students who have presented minor requirements.

COURSE C.

Special Course in Grammar, Composition and Reading.

Second semester, five hours weekly.

Open to students who have finished Course B.

COURSE D.

Advanced Grammar and Composition. Practice in reading, writing, and speaking French, based on study of best authors of the nineteenth century.

Three hours weekly throughout the year.

Open to students who presented major requirements.

COURSE E.

Continuation of Course D.

Prescribed for Sophomores.

Two hours weekly throughout the year.

COURSE F.

Original prose: description and narration.

One hour weekly throughout the year.

Open to Juniors and Seniors.

COURSE G.

Advanced French conversation. Talks on assigned readings. Discussion of current topics.

One hour weekly throughout the year.

Open to all students with permission of Instructor.

COURSE H.

Advanced Composition and Conversation founded upon the customs and manners, history, industries, geography and literature of France.

Two hours weekly throughout the year.

Open to students who have taken Course D, or equivalent.

COURSE I.

A special course in Pronunciation and Elocution.

One hour weekly throughout the year.

Open to all students with permission of Instructor.

COURSE J.

Philology, Phonology, Morphology. Old French.

Second semester, one hour weekly.

Open to Seniors.

COURSE K.

Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of Grammar. Pronunciation, reading and composition. Practice in teaching.

One hour weekly throughout the year.

Open to Juniors and Seniors with the permission of the Instructor.

COURSE K¹.

A short course. Reading, prose composition and conversation.

Two hours weekly throughout the year.

Open to Seniors and Juniors.

COURSE K².

Scientific French. Readings in scientific literature.

One hour weekly throughout the year.

LITERATURE

COURSE L.

Origin and development of the French language and literature to the time of the Renaissance. Epic Poetry. The rise of the French drama; mysteries, miracles and moralities. The first historian (Chroniqueurs).

One hour weekly throughout the year.

Open to Juniors and Seniors.

COURSE L¹.

The Nineteenth Century Drama. Lectures and assigned readings. Critical study of the principal representatives.

Second semester, one hour weekly.

Open to Juniors and Seniors.

COURSE M.

Study of the writers of the Renaissance. The Classical Drama. A detailed study of the literary and social influences that produced the classic drama. The first semester will be devoted mainly to Corneille, the second to Racine and Molière.

One hour weekly throughout the year.

Prescribed for Sophomores.

COURSE N.

Evolution of the French Novel with a special reference to the principal novelists of the first half of the nineteenth century.

First semester, one hour weekly.

Open to Juniors and Seniors.

COURSE N¹.

The Novel during the second part of the nineteenth century and in contemporary times.

Second semester, one hour weekly.

Open to Seniors.

COURSE O.

Evolution of the Letter. Theory and practice. Study of great letter-writers of the seventeenth, eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Juniors and Seniors.

COURSE P.

The Romanticism. Its sources and representatives.

First semester, one hour weekly.

Open to Juniors and Seniors.

COURSE Q.

Victor Hugo. His life. The characteristics of his genius as novelist and as poet. Careful study of selected works.

First semester, one hour weekly.

Open to Juniors and Seniors.

COURSE Q².

Lamartine. Life and works. His relation to his age.

Second semester, one hour weekly.

Open to Juniors and Seniors.

COURSE R.

Lyric Poetry. An introduction to French versification, structure of the verse, hiatus, rhyme. Short history of French lyric poetry.

Second semester, one hour weekly.

Open to Seniors.

COURSE S.

A rapid review of French literature, dealing only with writers of first importance.

First semester, one hour weekly.

Open to all students, with the permission of the Instructor.

COURSE T.

A course in French History, showing the growth of the French nation and its relation with the other countries of Europe.

One hour weekly throughout the year.

Open to all students, with the permission of the Instructor.

ENGLISH

RHETORIC AND COMPOSITION

COURSE A.

Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. Genung, *The Working Principles of Rhetoric*. Nutter, Hersey, and Greenough, *Specimens of Prose Composition*.

Three hours weekly.

Prescribed for Freshmen.

COURSE B.

Argumentation. Lectures and Seminars. Critical study of selected arguments. Briefs and forensics. Baker, *Principles of Argumentation*.

Two hours weekly.

Prescribed for Sophomores.

COURSE C.

The technique of English verse. Lectures on English verse from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.

First semester, two hours weekly.

Prescribed for Juniors.

COURSE D.

Special Rhetoric.

First semester, two hours weekly.

Designed for students who desire instruction to meet individual needs. With the permission of the Instructor, Juniors may substitute this course for Course C.

COURSE E¹.

Short story writing.

First semester, two hours weekly.

Open to Seniors.

COURSE E².

Literary criticism.

Second semester, two hours weekly.

Open to Seniors.

LITERATURE

COURSE F.

Chaucer, Spenser, and their contemporaries.

First semester, two hours weekly.

Open to Sophomores.

COURSE G.

The rise of the English drama. English mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

First semester, one hour weekly.

Open to Sophomores.

COURSE H.

Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art.

Second semester, two hours weekly.

Open to Sophomores.

COURSE I.

Milton. His life, purpose and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems.

Second semester, one hour weekly.

Open to Sophomores.

COURSE J.

English letter-writers. Theory and practice. Study of great letter-writers of the eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Sophomores.

COURSE K¹.

The Classical Age. Manly, *English Poetry*; Manly, *English Prose*.

First semester, two hours weekly.

Open to Juniors.

COURSE K².

Special study of Jane Austen.

First semester, one hour weekly.

Open to Juniors.

COURSE L.

English Romanticism. Manly, *English Poetry*.

Second semester, two hours weekly.

Prescribed for Juniors.

COURSE M.

Wordsworth. His life. The characteristics of his genius. His relation to his age. The development of his genius. The classification and text of his poems.

Second semester, two hours weekly.

Open to Juniors.

COURSE N.

Special study of some nineteenth-century writer or writers.

Second semester, one hour weekly.

Open to Juniors.

COURSE O.

Tennyson. Lectures on his life and art. Careful study of *In Memoriam*, *The Idylls of the King*, and selected short poems.

First semester, two hours weekly.

Open to Seniors.

COURSE P.

Prose Fiction as an art, with special reference to the great English Novelists—Scott, Dickens, Thackeray, and George Eliot. Critical study of plot, characters, and setting in selected novels and short stories.

Two hours weekly.

Open to Seniors.

COURSE Q.

English Essayists.

Two hours weekly.

Open to Seniors.

COURSE R.

History of American Literature. The Colonial Period. The Revolutionary Period. The Knickerbocker School. The Influence of Transcendentalism. The Concord Writers. The Anti-Slavery Movement. The Cambridge Poets. Literature in the South. Literature in the West. Novelists. Short Story writers.

Two hours weekly.

Open to all Students.

ENGLISH PHILOLOGY

COURSE S.

Old English prose and verse. Bright, *Anglo-Saxon Reader*, *St. John's Gospel*.

Two hours weekly.

Open to Sophomores.

COURSE T.

Old English Texts. Beowulf. Poems of Cædmon and Cynewulf.

Two hours weekly.

Open to Juniors who have completed Course S.

HISTORY AND THE POLITICAL SCIENCES

The object of the course in History is threefold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

COURSE A.

MEDIAEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

Two hours weekly.

Open to Freshmen.*

COURSE B.

MODERN EUROPEAN HISTORY TO THE CLOSE OF THE EIGHTEENTH CENTURY.—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the Era of Religious Revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England; the French Revolution.

Open to Sophomores.

Three hours weekly.

* Course A is prerequisite to later elections, if such elections are to be recognized as major work in history.

COURSE C.

THE FRENCH REVOLUTION.—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations, with detailed study of the French Revolution.

First semester, three hours weekly.

Open to Juniors.

COURSE CC.

THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in its French and European aspects.

Second semester, three hours weekly.

Open to Juniors.

COURSE D.

POLITICAL HISTORY OF ENGLAND.—This course covers the mediæval and modern periods of English History. The political, social and industrial conditions in relation to race development receive special attention.

Three hours weekly.

Open to Sophomores.

COURSE E.

AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American history from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

Three hours weekly.

Open to Juniors.

COURSE F.

HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey, and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

Two hours weekly.

Open to Seniors.

COURSE G.

IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the art, literature and music of the Irish people, and to the political, social and industrial problems of the nineteenth century.

Two hours weekly.

Open to Seniors and Juniors.

COURSE H.

AMERICAN COLONIAL HISTORY.—This course deals with the foundation and development of the Colonies: their influence on European history; their struggles for the land; the introduction of slavery; and the separation from British rule.

Two hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE I.

THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the West.

Two hours weekly.

Open to Sophomores, Juniors, and Seniors.

COURSE J.

ELEMENTS OF POLITICS.—This course outlines the field of study of Political Science, analyzes the notions of state, government, constitution, and traces out the formation of some of the principal ancient and modern states.

Three hours weekly.

Open to Sophomores, Juniors, and Seniors.

COURSE K.

NATURE AND STRUCTURE OF POLITICAL SOCIETY.—A study of the evolution of Political Society in ancient and modern times, and a discussion of theories of society and government that have exerted an influence on social development.

Three hours weekly.

Open to Seniors.

COURSE L.

DEVELOPMENT OF PARLIAMENTARY GOVERNMENT.—A study of the rise and the development through successive centuries of the system of Parliamentary Government in England.

Three hours weekly.

Open to Seniors.

COURSE M.

COMPARATIVE STUDY OF MODERN GOVERNMENTS.—This course embraces an analysis of the problems of self-government, and a comparative study of the existing systems of government in the principal modern States.

Three hours weekly.

Open to Seniors.

COURSE N.

1. BIBLIOGRAPHY.—Study of general historical bibliographies.

2. HISTORICAL CONSTRUCTION.—Nature and treatment of historical material.

Open to Seniors.

COURSE O.

ELEMENTS OF ECONOMICS.—Study of the general principles of economics as formulated in the smaller works of Walker and of Marshall. Money and distribution.

Open to Juniors and Seniors.

COURSE P.

ECONOMIC HISTORY.—A brief survey of the economic element in general history. Thorough study of the economic phenomena in English and American history.

Open to Juniors and Seniors.

COURSE Q.

MODERN ECONOMIC PROBLEMS.—A study of the chief economic problems that confront modern society, and an analysis of the movements for social reform that represent attempts to solve these problems.

Open to Seniors.

COURSE R.

ELEMENTS OF SOCIOLOGY.—The purpose of this course is to develop the power of observation and classification of social phenomena and to acquaint the student with the more important processes in social life.

Open to Sophomores.

COURSE S.

ADVANCED SOCIOLOGY.—Special social problems investigated with particular reference to present social conditions. The work is based on the previous elementary course and is open to those students only who have taken that course.

Open to Seniors.

MATHEMATICS

COURSE A.

SOLID GEOMETRY.—Demonstrations of propositions; application of principles to numerical examples.

One semester, three hours weekly.

COURSE B.

TRIGONOMETRY.—Plane and Spherical.—Trigonometric analysis; solution of triangles; application of principles to problems; goniometry; Napier's Rules; Napier's Analogies; Gauss' Formulæ; applications.

One semester, three hours weekly.

COURSE C.

ADVANCED ALGEBRA.—Binomial theorem; indeterminate equations; undetermined coefficients; exponential theorem; logarithms.

One semester, three hours weekly.

COURSE D.

ANALYTIC GEOMETRY.—Equations and properties of the point, right line and circle; of the parabola; ellipse; hyperbola.

One semester, three hours weekly.

COURSE E.

CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

Two semesters, three hours weekly.

Open to students who have taken Courses B, C, and D.

COURSE F.

THEORY OF EQUATIONS AND DETERMINANTS.—General properties of Equations; symmetric functions; Cardan's solution; Ferrari's solution; Sturm's functions; Horner's method of solving numerical equations. Properties of Determinants; Determinants of special form; Matrices.

One semester, three hours weekly.

Open to students who have taken Courses B and C.

COURSE G.

CALCULUS. ADVANCED.—More detailed study of the principles of Differentiation and Integration. Partial Differentiation, Maxima and Minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. Differential Equations.

One semester, three hours weekly.

Open to students who have taken Course E.

COURSE H.

ANALYTIC GEOMETRY (Advanced Course).—A more detailed study of the Conic Sections; Higher Plane Curves; Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken Courses C and D.

COURSE I.

HISTORY OF MATHEMATICS.

One year, one hour weekly.

Open to students who have taken Course E.

COURSE J.

ANALYTICAL MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.

One semester, three hours weekly.

Open to students who have taken Courses E and H.

COURSE K.

TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

Two semesters, two hours weekly.

Open to Seniors who have taken Courses A, B, C, D, and E.

PHYSICS

COURSE A.

GENERAL PHYSICS.—Lectures, readings, recitations and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

First semester, five hours weekly.

Sound; Electricity; Magnetism.

Open to Sophomores.

Second semester, five hours weekly.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of Physics is presupposed.

COURSE B.

ADVANCED PHYSICS.—Mechanics; Light.

First semester, five hours weekly.

Theory of heat; Electricity; Magnetism.

Second semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

WAVE MOTION AND SOUND.

Three hours weekly.

Open to students who have completed Course A.

COURSE D.

ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

Three hours weekly.

Open to students who have completed Course B.

COURSE E.

GENERAL DESCRIPTIVE PHYSICS.

Three hours weekly.

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

COURSE F.

ELECTRICITY.

Three hours weekly.

Open to students who have taken Course A or B.

CHEMISTRY

COURSE A.

INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.

Five hours weekly.

Open to Sophomores.

COURSE B.

QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.

First semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.

Second semester, five hours weekly.

Open to students who have completed Course B.

COURSE D.

ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

Five hours weekly.

Open to students who have completed Course A.

COURSE E.

ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Course A.

COURSE F.

* Advanced Laboratory Course: Special Work in Organic Preparations, or Advanced Analytical Chemistry.

One semester, three hours weekly.

Open to students who have completed Courses A, B, C, and D.

COURSE G.

HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

One semester, two hours weekly.

Open to students who have completed Course A.

BOTANY

COURSE A.

General Comparative Morphology and Physiology of Plants. A study of representative plants of various groups, and of the fundamental principles of plant life and relationship.

First semester, five hours weekly.

Special Morphology. Taxonomy and Adaptations of Higher Plants. Study of typical plants representing the more general groups of Angiosperms. Field excursions for the purpose of studying the local flora.

Second semester, five hours weekly.

COURSE B.

Comparative Morphology and Taxonomy of the Fungi. Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development.

First semester, five hours weekly.

General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.

Second semester, five hours weekly.

Elective for those who have taken Course A.

COURSE C.

Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ. Study of typical genera. Laboratory and field work.

Five hours weekly.

COURSE D.

Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Four hours weekly.

COURSE E.

General Physiology. Advanced work on the phenomena of absorption, nutrition, growth, irritability of plants; their reaction to changed surroundings, transformations, and ultimate assimilation of food. Laboratory work and lectures.

Five hours weekly.

COURSE F.

Dendrology. Biological and Taxonomical study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures.

Five hours weekly.

HYGIENE

GENERAL COURSE.

This course is intended to give an outline of the general principles of personal hygiene, domestic hygiene, and sanitary science.

Elective for all first-year students.

ART

GENERAL COURSE.—THE HISTORY OF ART.

Origin and grouping of the arts. Source and characteristics of æsthetic pleasure. Taste. Historic development of the Arts. Decorative and expressive Art. Style. Classification of the Arts. Architecture. Sculpture. Painting. Elementary architectural design.

Elective for Seniors.

COURSE A.

Origin and development of style in Architecture. Architecture as an art. Evolution of styles. Primitive and barbarous Architecture. Historic styles. Place of Architecture in modern culture.

COURSE B.

The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

COURSE C.

The historical development of Mediæval Architecture. Beginnings of Christian Art. Rise and development of Gothic styles. Cathedral Architecture in the West and East.

The General Course, Courses A, B, and C are open to all students. Instruction is given by means of lectures, illustrated by blackboard diagrams and representations, photographs, parallels of historic ornament, and lantern projections.

COURSE D.

The Fine Arts of the Middle Ages and the Renaissance. Special study of Italian painting. The Old Masters of the fourteenth, fifteenth and sixteenth centuries.

Open to Juniors and Seniors.

The lectures and seminars of Course D are held in THE O'CONNOR ART GALLERY and THE HOLAHAN SOCIAL HALL OF TRINITY COLLEGE, where a large and carefully chosen collection of paintings and engravings affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the city of Washington.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director, after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club,

Le Cercle Français,

The Athletic Association,

The Christ Child Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

COLLEGE DISCIPLINE

The College insists upon regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in college, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz. daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Though a little over a decade of years has passed since the foundation of Trinity College, its growth has been marvelous. To the South Hall and O'Connor Hall, the North Hall has been recently added, thus completing the plan of the main building, and rounding out the massive, well-proportioned structure.

Steady improvement has been made also in the equipment of the College, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that a mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Anna Aloysius Coleman, Pelham Manor, New York.	Greek and Latin Group.
Margaret Louise Dooly, Salt Lake City, Utah.	Greek and German Group.
Blanche Manning Gavin, Quincy, Massachusetts.	Greek and Latin Group.
Marian Alice Gray, St. Louis, Missouri.	Greek and Latin Group.
Eleanor Patricia Griffin, New York City.	Latin and French Group.
Elizabeth Gertrude Lamb, Worcester, Massachusetts.	English and French Group.
Agatha Anna Linahan, New Haven, Connecticut.	English and French Group.
Margaret Mary McDevitt, Lancaster, Pennsylvania.	English and French Group.
Katharine Mary McEnelly, Hopkinton, Massachusetts.	Greek and Latin Group.
Mary Ellen McGorrisk, Des Moines, Iowa.	German and French Group.
Florence Elizabeth McMahon, Worcester, Massachusetts.	Latin and French Group.
Helen Loretto O'Mahoney, Lawrence, Massachusetts.	English and German Group.
Elsie Marie Parsons, Philadelphia, Pennsylvania.	Greek and Latin Group.
Marie Frances Rottermann, Dayton, Ohio.	Latin and German Group.
Florence Marie Rudge, Youngstown, Ohio.	Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

Katharine Mary McEnelly, A. B., Hopkinton, Massachusetts.	Greek and German.
Florence Marie Rudge, A. B., Youngstown, Ohio.	Latin and English.

BACHELOR OF SCIENCE

1905

Marian Alice Gray, A. B.,
St. Louis, Missouri.

Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Ella Josephine Casey, B. L., Smith College,
Lee, Massachusetts.

English and French Group.

Marguerite Marie Brosseau,
Chicago, Illinois.

English and French Group.

Anna Ellen Burke,
Boston, Massachusetts.

Greek and French Group.

Julia Mary Doyle,
Chicago, Illinois.

Latin and German Group.

Mary Agnes Feenan,
Salem, Massachusetts.

Latin and French Group.

Miriam Barbara Hayes,
New York City.

Latin and French Group.

Mary Regis Meehan,
Jamaica Plain, Massachusetts.

German and French Group.

Jane Louise MacDonald,
Boston, Massachusetts.

Latin and German Group.

Anna O'Brien,
Somers, Montana.

Latin and Mathematics Group.

Edna Madeleine O'Crowley,
Newark, New Jersey.

English and German Group.

Katharine O'Donahoe,
Omaha, Nebraska.

English and German Group.

Helen Brendan Scanlan,
Pawtucket, Rhode Island.

Latin and German Group.

Blanche Laura Sullivan,
Cincinnati, Ohio.

Greek and German Group.

BACHELOR OF ARTS

1906

Mary Elizabeth Doherty,
Worcester, Massachusetts.

German and Mathematics Group.

Mary Agnes Kennedy,
Charlestown, Massachusetts.

French and Botany Group.

Sara Treanor O'Neil,
Somerville, Massachusetts.

French and English Group.

Josephine Mary Vlymen,
Hempstead, New York.

Greek and Latin Group.

Spalding Young,
Lexington, Kentucky.

Latin and English Group.

BACHELOR OF LETTERS

1906

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BACHELOR OF ARTS

1907

Mary Agnes Bradley, Worcester, Massachusetts.	Chemistry and English Group.
Margaret Cummings, Fall River, Massachusetts.	Chemistry and English Group.
Katharine Mary Doyle, Holyoke, Massachusetts.	History and German Group.
Veronica Eagan, Philadelphia, Pennsylvania.	English and French Group.
Alice Gertrude Feenan, Salem, Massachusetts.	English and French Group.
Mary Joanna Green, Everett, Massachusetts.	English and French Group.
Mary Isabel Higgins, Westerly, Rhode Island.	Latin and German Group.
Cecilia Clare Kelly, Brooklyn, New York.	Latin and French Group.
Elizabeth Rose Kennedy, Amsterdam, New York.	English and German Group.
Helen Gertrude Linehan, Cambridge, Massachusetts.	English and French Group.
Elizabeth Ward Loughran, Warren, Rhode Island.	Greek and Latin Group.
Mary Cecilia McCaffrey, Omaha, Nebraska.	Latin and English Group.
Susan McGorrisk, Des Moines, Iowa.	English and French Group.
Mary Elizabeth McKenna, New York City.	Mathematics and Latin Group.
Blanche Gertrude McMahon, Worcester, Massachusetts.	Botany and English Group.
Elizabeth Frances Moore, Springfield, Massachusetts.	Latin and English Group.
Irene Mary O'Crowley, Newark, New Jersey.	English and German Group.
Alice Mary Ryan, Brooklyn, New York.	Latin and English Group.
Helen Teresa Schofield, Chicago, Illinois.	English and German Group.
Mary Rose St. Clair, Collinsville, Connecticut.	Latin and English Group.

BACHELOR OF LETTERS

1907

Mary Margaret Connors, Buffalo, New York.	Marie Alice Fagan, Pittsburg, Pennsylvania.
--	--

MASTER OF ARTS

1908

Helen Catherine McNamara, A. B.,
Cornell University, 1907.
Binghamton, New York.

Sociology and History Group.

BACHELOR OF ARTS

1908

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Cambridge, Massachusetts.

Latin and English Group.

Lilian Callahan,
Albany, New York.

English and French Group.

Margaret Mary Callaghan,
Haverhill, Massachusetts.

Latin and German Group.

Mary Mildred Connolly,
Bradford, Pennsylvania.

Latin and German Group.

Ora Maria Dansby,
Fort Smith, Arkansas.

German and Mathematics Group.

Beatrice Antoinette Gavagan,
Los Angeles, California.

English and French Group.

Louise Catharine Holohan,
Waterbury, Connecticut.

Latin and French Group.

Agatha Rose Kelly,
Penn Yan, New York.

Latin and English Group.

Marie Regina Madden,
Brooklyn, New York.

Latin and English Group.

Janet Louise McQuaid,
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Elizabeth Wenis Merkle,
Chillicothe, Ohio.

German and French Group.

Marie Louise Simon,
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English and German Group.

Helen Teresa Vlymen,
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Greek and Latin Group.

BACHELOR OF LETTERS

1908

Mary Katharine Murray, Troy, New York.

BACHELOR OF ARTS

1909

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Agnes Mary Maher, Utica, New York.	Latin and English Group.
Lilian Teresa Moynehan, Glens Falls, New York.	English and French Group.
Mary Teresa Moriarty, Springfield, Massachusetts.	English and French Group.
Mary Desmond Murphy, Norwich, Connecticut.	English and French Group.
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Honorina Kennelly Shine, Holyoke, Massachusetts.	English and French Group.
Mary Cecilia Showel, Toledo, Ohio.	English and Mathematics Group.
Helen Esther Sullivan, Chicago, Illinois.	Latin and French Group.

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1909

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Laura Louise Yund, Amsterdam, New York.	

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1910

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Agnes'Constance Brady, Fall River, Massachusetts.	Latin and German Group.
Katherine Helen Degnan, Providence, Rhode Island.	Greek and Latin Group.
Mary Teresa Droste, Grand Rapids, Michigan.	German and Chemistry Group.
Rose Helene Finn, Holyoke, Massachusetts.	Greek and Latin Group.
Loretta Galligan, Taunton, Massachusetts.	Latin and French Group.
Jeannette Hays, Canton, Ohio.	Latin and German Group.
Clara Christine Kennedy, Amsterdam, New York.	English and History Group.
Hazel Frances Larkin, Bartlesville, Oklahoma.	English and History Group.
Edith Marie Lennon, Lowell, Massachusetts.	French and History Group.
Helen Margaret McKeever, Hollywood, California.	English and German Group.
Mary Elizabeth McKeough, Amsterdam, New York.	English and History Group.
Marie Aloysius McNally, White Haven, Pennsylvania.	English and Mathematics Group.
Alice Elizabeth Meagher, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Lillian Monica Reavey, Springfield, Massachusetts.	French and Chemistry Group.
Gertrude Margaret Schofield, Chicago, Illinois.	English and French Group.
Bertha Josephine Strootman, Buffalo, New York.	German and Chemistry Group.
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1910

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Caroline Barbara Kempel
Evelyn Elizabeth McCaffrey
Mary Cecilia McEnelly
Edith McFadden
Ellen Elizabeth McQuade
Katherine Florentine McSweeney
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Alice Elizabeth Mills
Regina Cecilia O'Malley
Florence Marguerite Riley
Mary Love Schofield
Mary Grace Townsend
Mary Victoria Vlymen
Mary Regina Walsh
Gertrude Walsh
Mary Gertrude Whitton

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Sharon, Pa.
Bangor, Maine.
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Dedham, Mass.
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Scranton, Pa.
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Chillicothe, Ohio.
Los Angeles, Cal.
Akron, Ohio.
Omaha, Nebr.
Hopkinton, Mass.
Dubuque, Iowa.
Lowell, Mass.
Glens Falls, N. Y.
Fall River, Mass.
Fall River, Mass.
Wilkes-Barre, Pa.
Binghamton, N. Y.
Chicago, Ill.
Washington, D. C.
Hempstead, N. Y.
Roxbury, Mass.
Davenport, Iowa.
Olean, N. Y.

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Louise Lucy Becker
Frances Blake
Ethel Adelaide Cabana
Frances Catherine Cashman
Florence Honora Clarke
Madeleine Jeanne Carpentier
Mary Ellen Connolly
Margaret Genevieve Connolly
Helen Agnes Cronin
Mary Catherine Cummings
Alice Louise Donovan

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Wilkes-Barre, Pa.
Buffalo, N. Y.
Buffalo, N. Y.
Newburyport, Mass.
Ortonville, Minn.
Washington, D. C.
Washington, D. C.
Bradford, Pa.
Manchester, N. H.
Fall River, Mass.
Lynn, Mass.

Blanche Katherine Driscoll
 Elizabeth Teresa Friel
 Vivian Blanche Hamel
 Katherine Marie Harden
 Mary Agnes Huberty
 Ruth Elizabeth Kean
 Rosemary Lardner
 Rita Mary McDevitt
 Anne Claire McNeelis
 Dorothy Cecelia McQuaid
 Mary Bland McTighe
 Irene Collins Moriarity
 Erin Rose Morrison
 Antoinette Baxter Murphy
 Margaret Catherine Norman
 Mary Irma Ryan
 Lorine Agnes Scanlan
 Helen Germaine Stokes
 Alice Elizabeth Sullivan

Buffalo, N. Y.
 Waterville, Maine.
 Nashua, N. H.
 Brooklyn, N. Y.
 Brooklyn, N. Y.
 Manchester, N. H.
 Davenport, Iowa.
 Pawtucket, R. I.
 Johnstown, Pa.
 Jacksonville, Fla.
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 Waterbury, Conn.
 Prescott, Ariz.
 Englewood, N. J.
 Baltimore, Md.
 Bad Axe, Mich.
 Sioux Falls, S. D.
 Scranton, Pa.
 Lowell, Mass.

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 Margaret Boughan
 Pauline Cashman
 Ann Louise Cassilly
 Genevieve Caulfield
 Mary Louise Clifford
 Margaret Mary Collins
 Helen Mason Conroy
 Josephine Clothilde Droste
 Marguerite Anne Duffy
 Mattie Eiker
 Adele Farren
 Elizabeth Angela Flannery
 Mary Margaret Gaffney
 Margaret Mary Gallagher
 Rose Geier
 Marie Anita Graves
 Mary Evangeline Hayes
 Mary Veronica Hodson
 Catharine Agnes Hudson
 Mary Agnes Johnson
 Helen Rose Veronica Jordan

Waterbury, Conn.
 Chicago, Ill.
 Newburyport, Mass.
 Louisville, Ky.
 Haverstraw, N. Y.
 Lewiston, Maine.
 Washington, D. C.
 East Orange, N. J.
 Grand Rapids, Mich.
 Chateaugay, N. Y.
 Washington, D. C.
 Cleveland, Ohio.
 Yonkers, N. Y.
 Waterbury, Conn.
 Washington, D. C.
 Helena, Mont.
 Albany, N. Y.
 Waterbury, Conn.
 Waterbury, Conn.
 Vandalia, Mo.
 Kansas City, Mo.
 Lebanon, N. H.

Margaret Mary Keane
 Alice Mae Kelly
 Elisabeth Genevieve Kennedy
 Mary Josephine Lennon
 Laura Louise Lennox
 Margaret Julia Linnane
 Mary Genevieve Loughran
 Anna May McCaffrey
 Annie Elizabeth McCarron
 Sarah Cecilia McCarthy
 Maude Estelle McMahon
 Mary Elizabeth McSweeney
 Josephine Ursula McVay
 Isabelle Frances Murphy
 Mary Winifred Murray
 Josephine Nugent
 Gertrude Pauline Smith
 Isabelle Mary Stoddart
 Julia Winifred Sullivan
 Frances Denning Taylor
 Bertha Euphemia Tuite
 Elizabeth Zoë Walsh
 Marion Florentia Welch
 Julia White

Bridgeport, Conn.
 Washington, D. C.
 Worcester, Mass.
 Pawtucket, R. I.
 Bradford, Mass.
 Des Moines, Iowa.
 Warren, R. I.
 Amsterdam, N. Y.
 Maynard, Mass.
 Troy, N. Y.
 Worcester, Mass.
 Glens Falls, N. Y.
 Pawtucket, R. I.
 Washington, D. C.
 Grand Rapids, Mich.
 Waterbury, Conn.
 Worcester, Mass.
 Buffalo, N. Y.
 Fall River, Mass.
 Dobbs Ferry-on-Hudson, N. Y.
 Pawtucket, R. I.
 Mobile, Ala.
 Beverly, Mass.
 Rome, N. Y.

HEARERS

Helen Gertrude Baker
 Lillian Zita Beatty
 Blanche McCarthy
 Antoinette McGuire
 Margaret Ellen Thompson
 Bernardine Woodward

Worcester, Mass.
 Brooklyn, N. Y.
 Minneapolis, Minn.
 Worcester, Mass.
 Washington, Ind.
 Washington, D. C.



PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually
by the College.

TRINITY COLLEGE RECORD, a magazine published
quarterly by the students of the College.

THE TRINILOGUE, a book published by the class
of 1911. Price, \$3.00 per copy.

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12/13

TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION
FOR THE
HIGHER EDUCATION OF WOMEN



1912-1913

Trinity College is conducted by the **SISTERS OF
NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE, WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE STATE OF NEW YORK.**

LEGAL FORM OF BEQUEST: I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.

TRINITY COLLEGE

WASHINGTON, D. C.

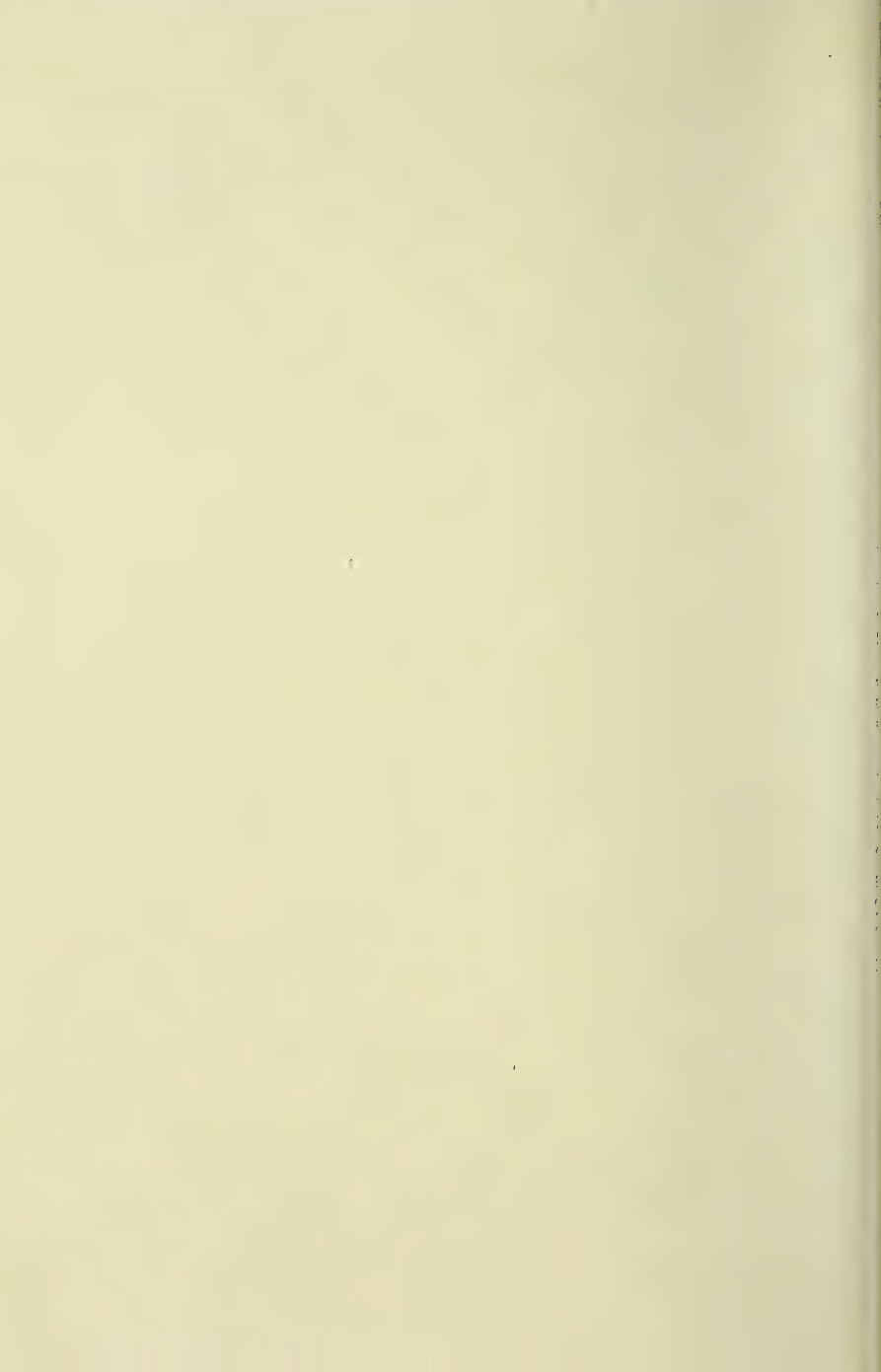
A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1912-1913



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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Express and freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information, and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1912

S M T W T F S							S M T W T F S							S M T W T F S							S M T W T F S						
JANUARY							FEBRUARY							MARCH							APRIL						
...	1	2	3	4	5	6	...	...	...	...	1	2	3	...	...	...	...	1	2	...	1	2	3	4	5	6	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	3	4	5	6	7	8	9	7	8	9	10	11	12	13
14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16	14	15	16	17	18	19	20
21	22	23	24	25	26	27	18	19	20	21	22	23	24	17	18	19	20	21	22	23	21	22	23	24	25	26	27
28	29	30	31	...	...	...	25	26	27	28	29	...	...	24	25	26	27	28	29	30	28	29	30	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	31	...	...	...	...	...	...	...	...	...	...	...	...	...
MAY							JUNE							JULY							AUGUST						
...	...	...	1	2	3	4	...	...	...	...	...	1	...	1	2	3	4	5	6	...	...	...	...	1	2	3	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31	...	23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30	31
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
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29	30	27	28	29	30	31	24	25	26	27	28	29	30	29	30	31
...

1913

[illegible]

ACADEMIC CALENDAR

1912

Christmas Vacation ends at 5 o'clock,	Monday, Jan. 8.
Mid-year Examinations begin,	Tuesday, Jan. 16.
Mid-year Examinations end,	Monday, Jan. 22.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 23.
Second Semester begins,	Monday, Jan. 29.
Easter Vacation begins at noon,	Wednesday, April 3.
Easter Vacation ends at 5 P. M.,	Monday, April 8.
Founders' Day,	Wednesday, May 1.
Ascension Day,	Thursday, May 16.
Final Examinations begin,	Monday, May 20.
Final Examinations end,	Monday, May 27.
Baccalaureate Sermon,	Sunday, May 26.
Commencement Exercises,	Friday, May 31.
Entrance Examinations at the Centres begin,	Monday, June 3.
Entrance Examinations at the Centres end,	Saturday, June 8.
Entrance Examinations at the College begin,	Thursday, Sept. 19.
Registration of Students,	Tuesday, Sept. 24.
College Exercises begin at 9 o'clock,	Wednesday, Sept. 25.
Thanksgiving Day,	Thursday, Nov. 27.
Christmas Vacation begins at noon,	Friday, Dec. 20.

1913

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 7.
Mid-year Examinations begin,	Tuesday, Jan. 21.
Mid-year Examinations end,	Monday, Jan. 27.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 28.
Second semester begins,	Monday, Feb. 3.
Easter Vacation begins at noon,	Wednesday, Mar. 19.
Easter Vacation ends at 5 P. M.,	Monday, Mar. 24.

THE COURSES OF STUDY IN THE COLLEGE ARE
CONDUCTED BY THE FOLLOWING
PROFESSORS

VERY REVEREND EDWARD A. PACE, Ph. D., S. T. D.
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S. T. D.
History of Philosophy.

REVEREND THOMAS E. SHIELDS, Ph. D., LL. D.
Education (Science and Art of Study, Philosophy, Psychology,
Methods).

REVEREND CHARLES A. DUBRAY, S. M., Ph. D.
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S. T. D.
Apologetics.

REVEREND WILLIAM J. KERBY, S. T. L.
Economics and Sociology.

SEÑORA RITA LEZCA DE RUIZ
Spanish.

MISS ELSIE KERNAN
Elocution and Gymnastics

with Sisters of Notre Dame in the departments of Religion, Sacred Scripture,
Greek, Latin, German, French, English, Logic, Church History, History,
Mathematics, Physics, Chemistry, Botany, Hygiene, Music and Art.

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THE MOST REVEREND ARCHBISHOP OF BALTIMORE, HIS EMINENCE
JAMES CARDINAL GIBBONS, *President, ex-officio.*

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THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY.

THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME.

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THE SECRETARY OF THE COLLEGE.

THE TREASURER OF THE COLLEGE.

THE DEAN OF THE COLLEGE FACULTY.

THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS.

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Constitution, Art. I.

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President.

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Recording Secretary.

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- Miss Louise C. Holohan *Recording Secretary.*
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Minneapolis, Minnesota.	
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Chicago, Illinois.	
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ASSOCIATION
OF THE
FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library or a Chair, or to assist in building a Hall or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living and dead, every Saturday.

TRINITY COLLEGE

LOCATION.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only is the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a twofold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 12,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals, literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

THE O'CONNOR ART GALLERY.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters, donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institute, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places

and at others rich in economic, scientific, and historic interest, *e. g.* the Treasury Department, the Patent Office, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought—men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

SCOPE OF THE COLLEGE.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students, undergraduate students, and hearers.

Graduate Students are those who have taken their first degree at Trinity College, or at some other college of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who have passed the required entrance examinations and who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

Hearers are those who, by concession of the Faculty, attend some of the courses. They must be at least twenty-four years of age. They are not required to take the entrance examinations, but must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination after the successful completion of a high-school or academy course of four years. There is no high-school or academy attached to the College.

As evidence of the thoroughness of their preparation for admission to College, candidates must pass examinations in subjects amounting to sixteen (16) unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of this requirement are named in the following list. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.*

The subjects prescribed for all candidates for admission are :

English	3 units
History	1 unit
Mathematics	3 units
Latin	4 units
The Major Requirement in Greek, or French, or German	3 units

In addition to the above fourteen (14) units, each candidate must present two (2) units from the following subjects:

The Minor Requirement in one of the languages not offered for major standing	2 units
History (in addition to the amount prescribed above)	1 unit
Physics	1 unit
Chemistry	1 unit
Botany	1 unit
Zoölogy	1 unit
Music	1 unit

*Although no formal entrance examination is held in Religion, it is expected, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

Where “conditions” in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS	
COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION	TRINITY COLLEGE EXAMINATION
<i>Subjects</i>	<i>Subjects</i> <i>Units</i>
English, <i>a</i> and <i>b</i>	= English 3
History, <i>a</i> and <i>b</i> , or <i>c</i> and <i>d</i> *	= History 1
Mathematics, <i>a</i> (<i>i</i> and <i>ii</i>) and <i>c</i>	= Mathematics 3
Latin, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>d</i> , <i>l</i> , and <i>m</i>	= Latin 4
<i>One of the following:</i>	
Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>f</i> , and <i>g</i>	} = { <i>Major Requirement in one of the following:</i> }
French, <i>a</i> and <i>b</i>	
German, <i>a</i> and <i>b</i>	
} = { Greek, or French, or German }	
<i>One subject* from Group I or two subjects from Group II:</i>	
<i>Group I:</i>	
Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>f</i> , and <i>g</i>	} = { <i>Two units to be chosen from the following:</i>
French, <i>a</i>	
German, <i>a</i>	
<i>Group II:</i>	
History,* <i>a</i> , or <i>b</i> ,*or <i>c</i> , or <i>d</i> (not offered above)	} = { The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or German) 2
Physics	
Chemistry	
Botany	
Zoölogy	
Music	

*Any other combination of the divisions of History will be accepted.

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic Diploma will be accepted in lieu of the examination in any subject.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount, if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College in June and September of each year. In 1912 the entrance examinations will be held June 3 to June 8 and September 19 to September 24. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,	Brooklyn, N. Y.,	Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I.,	St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y.,	Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.	
The Academy of Notre Dame,	Boston, Mass.,	Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass.,	Washington St.
The Academy of Notre Dame,	Lowell, Mass.,	Adams St.
Notre Dame Training School,	Waltham, Mass.,	Newton St.
St. John's School,	Worcester, Mass.,	Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.	
Mount St. Mary's Academy,	Manchester, N. H.,	Hooksett Heights.
St. Joseph's Academy,	Deering, Maine.	
St. Mary's Academy,	New Haven, Conn.,	Orange St.
Notre Dame Academy,	Waterbury, Conn.	
The Academy of Notre Dame,	Philadelphia, Pa.,	W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa.,	5th Ave.
St. Joseph's Academy,	Greenburg, Pa.,	Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.	
Mount St. Mary's Seminary,	Scranton, Pa.,	Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.	
The Academy of Notre Dame,	Cincinnati, Ohio,	East 6th St.
The Academy of Notre Dame,	Cincinnati, Ohio,	East Walnut Hill.
The Ursuline Academy,	Cleveland, Ohio,	Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio,	Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,	Montreal, Quebec.	

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, JUNE, 1912

Monday, June 3.

- 9.30 A. M.—12.30 P. M. Latin.*
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 5.30 P. M. History.

Tuesday, June 4.

- 9.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Greek.
4.00 P. M.— 5.30 P. M. History.

Wednesday, June 5.

- 9.30 A. M.—11.30 A. M. English, Reading.
2.00 P. M.— 4.00 P. M. Chemistry.
4.00 P. M.— 5.30 P. M. French—minor.

Thursday, June 6.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 4.00 P. M. Algebra.
4.00 P. M.— 5.30 P. M. Zoölogy, or Music.

Friday, June 7.

- 9.30 A. M.—12.30 P. M. French.
2.00 P. M.— 4.00 P. M. Plane Geometry.
4.00 P. M.— 5.30 P. M. German—minor.

Saturday, June 8.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. Botany.
4.00 P. M.— 5.30 P. M. Solid Geometry or Trigonometry.

* The two periods in Latin are for candidates presenting new requirements. Candidates offering old requirements must take the test on Monday, June 3.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1912

Thursday, September 19.

9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. History.
4.00 P. M.— 6.00 P. M. English.

Friday, September 20.

9.30 A. M.—11.30 A. M. English.
2.00 P. M.— 5.00 P. M. French.
4.00 P. M.— 6.00 P. M. History.

Saturday, September 21.

8.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Chemistry or Botany.

Monday, September 23.

8.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 6.00 P. M. Greek.

Tuesday, September 24.

4.00 P. M.— 6.00 P. M. Plane Geometry.

Saturday, September 28.

9.30 A. M.—11.30 A. M. Algebra.

DEFINITION OF REQUIREMENTS FOR ADMISSION

No candidate is expected to take examinations in all of the following subjects. For tabular statement of entrance requirements, see pages 22 and 23.

ENGLISH (3) REQUIREMENT FOR 1912

1. *Reading and Practice*: A certain number of books will be recommended for reading, nine of which, selected as prescribed below, are to be offered for examination. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number, perhaps ten or fifteen, set before her in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

In 1912 nine books are to be selected as prescribed below:

GROUPS I, II, III, IV, as in 1909, 1910, 1911.

GROUP V (one to be selected). Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *The Hero as Poet, The Hero as Man of Letters, The Hero as King*; Emerson's *Essays* (Selected); Ruskin's *Sesame and Lilies*.

GROUP VI (two to be selected). Coleridge's *The Ancient Mariner*; Scott's *The Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*), *Book IV*, with especial attention to Wordsworth, Keats, and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*; Tennyson's *The Princess*; Browning's *Cavalier Tunes, The Lost Leader*, etc., as in Group VI above.

B. Books for Study and Practice :

In 1912: Shakespeare's *Macbeth* ; Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso* ; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur* ; Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration* ; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

This part of the examination presupposes the thorough study of each of the works named. The examination will be upon subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

All writing must give evidence of knowledge of diction, sentences, and paragraphs. No candidate will be accepted whose work is notably defective in spelling, grammar, idiom, punctuation, or division into paragraphs.

For the satisfactory fulfillment of the requirement in English a course of four class periods a week for four years will be needful. The course of each candidate should include those books which are set for the entrance examination of the year in which she intends to present herself for admission to college.

REQUIREMENT FOR 1913, 1914, AND 1915.

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence and appreciation.

English Grammar and Composition.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

1. READING.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

(a) The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

(b) Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

(c) Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens's *David Copperfield* or Dickens's *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

(d) Bunyan's *Pilgrim's Progress*, Part I; The *Sir Roger de Coverley Papers* in The Spectator; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*,

* Each unit is set off by semicolons.

including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

(e) Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*; Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

At a conference of certain colleges, upon request of representatives of the schools, the following books were selected for recommendation to the schools; the examination, however, will be based on the full list as printed above:

The Old Testament; the *Odyssey*; Shakespeare's *As You Like It* and *Julius Cæsar*; Defoe's *Robinson Crusoe*, Part I; Scott's *Quentin Durward*; Selections from Lincoln; Macaulay's *Lord Clive* and *Warren Hastings*; Gray's *Elegy Written in a Country Churchyard*; Goldsmith's *Deserted Village*; Byron's *Prisoner of Chillon*; Arnold's *Sohrab and Rustum*.

2. STUDY.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

Examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen in accordance with the plan described earlier, from the lists headed *reading*; and it may include also questions upon grammar and the simpler principles of rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of boys and girls. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from her personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The tests on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

English: *a.* Reading and Practice. *b.* Study and Practice.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814).

MEDIEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time.

ENGLISH HISTORY.

AMERICAN HISTORY AND CIVIL GOVERNMENT.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4), OLD REQUIREMENTS

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; the syntax of cases and verbs; the structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive; special drill on the principles of word-order and emphasis in connection with the study of sentence structure. (The Roman pronunciation is required.)

COMPOSITION.

Translation into Latin of continuous prose of moderate difficulty based on Cæsar and Cicero.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than the easier portions of Cicero's orations.

CÆSAR.

Selections from Cæsar's *Gallic War* equivalent in amount to four books.

CICERO.

Any six orations from the following list, but preferably the first six mentioned:

The four orations against *Catiline*, *Archias*, the *Manilian Law*, *Marcellus Roscius*, *Milo*, *Sestius*, *Ligarius*, the *Fourteenth Philippic*.

VERGIL.

The first six books of the *Æneid* and so much of prosody as relates to accent, versification in general, and the dactylic hexameter.

For the satisfactory fulfilment of the requirement in Latin as outlined above, a course extending through four years, with five class periods a week, will be necessary.

LATIN (4), NEW REQUIREMENTS

In 1912 examinations will be set in both the old and the new requirements.

I. Amount and Range of the Reading Required.

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, *Gallic War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*)

and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Scope of the Examinations.

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Æneid I, II*, and either *IV* or *VI*, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding

of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As a tentative assignment of values, *N R 1*, *N R 2*, *N R 4*, and *N R 5* are counted as one unit each, *N R 3* as two units, and *N R 6* as one-half unit; but *N R 3* has no assigned value unless offered alone, *N R 1*, *N R 2*, and *N R 6* have no assigned values unless offered with *N R 4* or *N R 5*, and in no case is the total requirement to be counted as more than four units.

It is understood that this assignment of values will be reconsidered after the requirements have had a year or two of trial.

NR 1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).

NR 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).

NR 3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War*, I–IV), selected by the schools from Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.

NR 4. Cicero (orations for the *Manilian Law* and for *Archias*) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).

NR 5. Vergil (*Æneid*, I, II, and either IV or VI, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).

NR 6. Advanced Prose Composition.

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

XENOPHON.

The first four books of the *Anabasis*.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédolière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mairét's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—This should comprise, in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form, constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's *L'Avare* and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers's *L'expédition de Bonaparte en Égypte*, Vigny's *La canne de jonc*.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi* and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stöckl's

Unter dem Christbaum ; Storm's *Immensee* and *Geschichten aus der Tonne* ; Zschokke's *Der Zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Wiberfeind*, and *Günstige Vorzeichen* ; Elz's *Er ist nicht eifersüchtig* ; Wichert's *An der Majorsecke* ; Wilhelm's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der Zerbrochene Krug* ; then *Höher als die Kirche*, or *Immensee* ; next a good story by Heyse, Baumbach, or Seidel ; lastly *Der Prozess*.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical ; to put into German a connected passage of simple English, paraphrased from a given text in German ; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation ; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read ; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following : Ebner-Echenbach's *Die Freiherren von Gemperlein* ; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen* ; Fouqué's *Undine* ; Gerstäcker's *Irrfahrten* ; Hauff's *Lichtenstein* ; Heine's poems ; Hoffman's *Historische Erzählungen* ; Lessing's *Minna von Barnhelm* ; Meyer's *Gustav Adolph's Page* ; Moser's *Der Bibliothekar* ; Mosher's *Willkommen in Deutschland* ; Riehl's *Novellen*—for

example, *Burg Neidek*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of every-day life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A collection of easy short stories and lyrics, carefully graded; Perez Escrich, *Fortuna*; Ramos Carrión and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcón, *El Capitán Veneno*; the selected short stories of Pedro de Alarcón or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

MATHEMATICS (3)

ALGEBRA.

i. To QUADRATICS.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for three years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

* The requirement in Physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicised *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon-monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.—Attention should be centered upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosaceæ, Leguminosæ, Umbelliferæ, Labiatæ, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Liliaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (*Sphaerella*).

* For a more detailed statement of the requirement in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

PHYSIOLOGY.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

ECOLOGY.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC * (1)

a. *Musical Appreciation*

- (1) A general knowledge of the principal musical forms—song, classic dance, fugue, sonata (all movements), symphony—and of their historical development.
- (2) A general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Purcell, Handel, Gluck, Haydn, Cherubini, Weber, Rossini, Glinka, Mendelssohn, Schumann, Wagner, Verdi.

* The requirement in Music is based on the report of a joint committee representing the Eastern Educational Musical Conference and the New England Education League.

(3) Familiarity with certain designated works. The works set for 1911 are:

- Bach: Prelude I and Fugue I, *The Well-Tempered Clavichord*.
Gavotte, *Sixth Violoncello Suite*.
- Handel: Air with Variations, *The Harmonious Blacksmith*.
- Haydn: Largo from String Quartet (op. 74, No. 3).
- Mozart: Overture, *The Magic Flute*.
Symphony in G Minor (entire).
- Beethoven: *Sonate Pathétique* (op. 13, entire).
Larghetto from Second Symphony.
Allegro con Brio from Fifth Symphony.
- Weber: Overture, *Der Freischütz*.
- Schubert: Moment Musical in F Minor (op. 94, No. 3).
Song, *The Erl-King*.
Song, *Hark, Hark, the Lark*.
- Mendelssohn: Scherzo, *Midsummer Night's Dream*.
Spinning Song (op. 67, No. 4).
- Chopin: Polonaise (op. 40, No. 1).
Nocturne (op. 37, No. 2).
- Schumann: *Aufschwung* (op. 12, No. 2).
Song, *Im Wunderschönen Monat Mai*.
- Wagner: Overture, *Tannhäuser*.
Siegfried's *Funeral March*, *Götterdämmerung*.

A written examination will be given to cover parts (1) and (2). In the test given to cover (3), the candidate will be expected to identify characteristic portions of the works set, when played by the examiner; and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform, or to read from printed music.

b. *Harmony*.

The examination in Harmony will consist only of a written test; there will be no test in performance. The candidate should have acquired:

- (1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass. These melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.
- (2) Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords).
(Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use.

c. *Counterpoint.*

The examination in Counterpoint will consist only of a written test; there will be no test in performance. The candidate should have had training in pianoforte-playing sufficient to enable her to render the Two-Part Inventions of Bach. The work should consist principally of written exercises on given or invented themes, as follows:

Chorals and melodies harmonized, with use of passing and ornamental tones; the several orders of Counterpoint in two, three and four voices, with and without *cantus firmus*; elementary practice in Double Counterpoint; Imitative Counterpoint in the style of the simpler Two-Part and Three-Part Inventions and Choral Preludes of Bach; general analytical study of contrapuntal compositions of larger scope, including detailed analysis (both as to harmonic scheme and as to contrapuntal treatment) of not less than ten pages from at least four fugues of Bach's Well-Tempered Clavichord.

There should be some practice with the C clef in reading and in writing. Familiarity with the alto and tenor clefs is especially desirable.

d. *Pianoforte.*

e. *Voice.*

f. *Violin.*

A knowledge of the rudiments of music, scales, intervals and staff-notation, including the terms and expression-marks, in common use; the ability to analyse the harmony and form of hymn-tunes and simplest pieces for the pianoforte, involving triads and the dominant seventh chord and their inversions, passing tones, and modulation to nearly-related keys; the ability to harmonize, on paper, in four vocal parts, melodic fragments involving the use of triads and the dominant seventh chord and their inversions, in major keys.

In addition to the written examination there will be a test in performance.

EXPENSES

The charge for tuition for one year to all students is	\$150 00
From this there is no deduction in case of withdrawal.	
The charge for board and residence for one year varies from . . .	{ 350 00
According to the size and situation of the room or rooms occupied by the student.	to 500 00
Board in the Christmas vacation is charged extra per week	7 00
Dinner and luncheon to non-resident students for one year	100 00
For chemicals and breakage in the laboratories	15 00
Drawing or Painting for special students in art for one year	100 00
Drawing or Painting for students in the regular college course . .	50 00
Piano lessons and daily use of instrument for one year	100 00
Organ lessons and daily use of instrument for one year	100 00
Fee for the degree of Bachelor of Arts	15 00
Fee for the degree of Master of Arts	25 00
Certificate Fee	5 00
Gymnasium Fee per semester	1 00

One-half of the annual fees for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

In order to secure a room it is necessary that a room-contract, which will be sent on application, should be signed and returned to the Secretary of the College. Applications for rooms should be made as early as possible, and should be accompanied by a deposit of ten dollars. The deposit will be kept to a student's credit during her residence, and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before July 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in cases of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

From March 1st until April 1st, applications for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

LATE REGISTRATION.—Registration at a later date than mentioned in the academic calendar is permitted only to students who show good cause for the delay, and these are required to pay a fee of one dollar for each day's delinquency. A fee of one dollar a day is also charged for tardiness in returning to the College after the Christmas or Easter holidays.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full college course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only, to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia, and subject to its nomination.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holohan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnæ, Reading, Ohio; open to a graduate of Mount Notre Dame.

Scholarships for the Blind are, at present, an urgent need at Trinity, and it is hoped that among the many kind friends of the College some generous benefactor will be interested in their establishment. Two students have passed most successful entrance examinations, and one has just completed a brilliant Freshman and Sophomore Course, thus proving that even such a drawback does not prevent the possibility of excellent work. A college education will secure for these young women positions that will make them self-supporting, and will enable them to be of service to others similarly afflicted.

An endowment of ten thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of five thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics and History.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

EXAMINATIONS IN COURSE.—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C, 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.).

Every candidate for the A. B. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

LATIN.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

German. French. Spanish.
Mathematics. History.

JUNIOR YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

LATIN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

German. French. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

GREEK.

CHURCH HISTORY.

LATIN.

German. French.
English. Spanish. Science.
Mathematics. History.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

LATIN.

GERMAN.

SCIENCE.

ELECTIVES:

Greek. French. Spanish.
Mathematics. History.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

PHILOSOPHY.

ENGLISH.

Rhetoric and Composition.
Literature.

LATIN.

GERMAN.

ELECTIVES:

Greek. French. Spanish.
Science. History. Mathematics.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

LATIN.

GERMAN.

Greek. French.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. German. Spanish.
Mathematics. History.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. German. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. German.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

Rhetoric and Composition.
Literature.
Philology.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. German.
French. Spanish.

SCIENCE.

History. Mathematics.

JUNIOR YEAR

RELIGION.

LATIN.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

SACRED SCRIPTURE.

ELECTIVES:

Greek. German.
French. Spanish.

CHURCH HISTORY.

The Church in the Middle Ages.

History. Mathematics. Science.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

ENGLISH.

Greek. German.
French. Spanish. Science.
Mathematics. History.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

FRENCH.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

Greek. Latin. Spanish.
Mathematics. History.

JUNIOR YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

FRENCH.

ELECTIVES:

Greek. Latin. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

GERMAN.

CHURCH HISTORY.

FRENCH.

Greek. Latin.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

GERMAN.

ELECTIVES:

Greek. Latin.
French. Spanish.
Mathematics. History.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

GERMAN.

ELECTIVES:

Greek. Latin.
French. Spanish.
Mathematics. History.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

GERMAN.

Greek. Latin.
French. Spanish. Science.
Mathematics. History.
Philosophy. Education. Art.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

FRENCH.

ELECTIVES:

Greek. Latin.

German. Spanish.

Mathematics. History.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE,

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

FRENCH.

ELECTIVES:

Greek. Latin.

German. Spanish.

Mathematics. History.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY,

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

FRENCH.

Greek. Latin.

German. Spanish. Science.

Mathematics. History.

Philosophy. Education. Art.

HISTORY AND THE POLITICAL SCIENCES

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Mediaeval History.

POLITICAL SCIENCE.

Elements of Political Science.

ELECTIVES:

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Spanish. Mathematics.

SCIENCE.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Modern History.

POLITICAL SCIENCE.

Development of Parliamentary Gov-
ernment.

Comparative Study of Modern Gov-
ernments.

ELECTIVES:

Constitutional History of the United
States.

History of the Foreign Relations of
the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Spanish. Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

HISTORY.

POLITICAL SCIENCE.

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education. Art.

COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

COURSE A.

APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.

COURSE B.

GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.

COURSE C.

SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.

COURSE D.

RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's Handbook of Religion and Schanz's Christian Apology are recommended for collateral reading.

SACRED SCRIPTURE

COURSE A.

Original Languages of Sacred Scripture classified and described; History of the Original Texts; of the Principal Ancient Versions, the Septuagint, Old Itala, and the Latin Vulgate; Manuscripts, Printed Texts and Principal Editions.

History of the Latin Vulgate in the Council of Trent; Interpretation of the Decree "Insuper."

History of the English Versions, especially of the Catholic Douay Edition.

COURSE B.

THE THREEFOLD AUTHORITY OF SACRED SCRIPTURE.

1. *Human* Authority of Scripture: General Introduction; History of the Human Origin and of the Human Authority of the Gospels in General; Apostolic Authorship, Preservation of the Texts and Reliability of the Four Gospels in General. In Particular:

Authorship, Place and Date of Composition, Purpose, Language, Peculiarities, General Plan, and Analysis of St. Matthew's Gospel.

Life, Character, and Writings of St. John: The Johannine Authorship, Occasion, Purpose, Peculiarities, General Plan, and Analysis of the Fourth Gospel.

Life, Character, and Writings of St. Paul: Authorship, Place, and Date of Composition, Purpose, Peculiarities, General Plan, and Analysis of the principal Epistles of St. Paul.

COURSE C.

2. *Divine* Authority of Scripture: Scripture Divine in Contents and in Source; Revelation and Inspiration. Criteria, Existence, Nature, Extent, and Effects of Inspiration explained and established.

COURSE D.

3. *Canonical or Ecclesiastical* Authority of Scripture: Inspiration and Canonicity, how related.
Canon of Scripture defined; Canonical, Protocanonical, Deuterocanonical, and Apocryphal Books.
Palestinian and Alexandrian Canons of the Old Testament; How related; Catholic Canon established.

COURSE E.

THE INTERPRETATION OF SACRED SCRIPTURE:

Hermeneutics: Definition and Divisions; Rational, Christian, and Catholic Principles of Interpreting Sacred Scripture explained and established.
The Decree of Trent as to "the Sense of the Church and the Consent of the Fathers," explained and established.
The Catholic Rule of Faith explained and vindicated.
Biblical Rationalism in general exposed and refuted; Revelation; Mysteries; Miracles; Prophecy established; Rationalistic Principles of Interpreting Sacred Scripture explained and refuted.

COURSE F.

General Introduction to the Old Testament: Special Introduction: Authorship, Date of Composition, Purpose, Plan, Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books; Poetry of the Bible; Book of Job; Psalms.
Nature and Importance of Old Testament Prophecy; Supernatural in Origin.
Messianic Prophecies: Peculiarities; Value established; The Messiah; Family, Time and Place of Birth, Life, Character, Sufferings, Death and Burial of the Messiah prophesied and fulfilled.
Prescribed for Freshmen, Sophomores, and Juniors.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

COURSE A.

GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.—In this course, preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

COURSE B.

1. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29–312).—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

2. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of

the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

COURSE C.

1. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

2. (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

3. (A. D. 1303-1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

COURSE D.

1. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.

2. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.

3. (A. D. 1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors.

PHILOSOPHY

COURSE A.—LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Prescribed for Freshmen.

Two hours a week for a year.

COURSE B.—BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

Three hours a week for one semester.

Prescribed for those who can not follow Course A.

COURSE C.—INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its history, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Two hours a week for one semester.

Prescribed for Sophomores.

COURSE D.—PSYCHOLOGY.

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Three hours a week for one semester.

Prescribed for Sophomores and Juniors in alternate years.

COURSE E.—ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Three hours a week for one semester.

Prescribed for Seniors.

COURSE F.—HISTORY OF PHILOSOPHY.

1. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.

2. MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.

3. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Two hours a week for a year.

Open to Juniors and Seniors.

COURSE G.—LECTURES AND SEMINARS IN PHILOSOPHY.

1. Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism.

2. Critical study of philosophical essays selected from current numbers of leading reviews and magazines.

Two hours a week for one semester.

Open to Seniors.

EDUCATION

COURSE A.—HISTORY, ANCIENT AND MEDIÆVAL.

1. Sketch of pre-Christian systems of Education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

2. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.

3. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

First semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE B.—HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Second semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE C.—THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

First semester, two hours weekly.

Elective for Juniors.

COURSE D.—THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Second semester, two hours weekly.

Elective for Juniors.

COURSE E.—THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

First semester, three hours weekly.

Elective for Seniors.

COURSE F.—GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Second semester, two hours weekly.

Elective for Seniors.

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Course D (Psychology) and Course E (Ethics) of the Department of Philosophy. In connection with Courses E and F of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

GREEK

COURSE A.

Grammar. Exercises in writing Greek. Xenophon, *Anabasis*.
General Introduction to the study of Greek. *Five hours weekly.*

Open to students who did not present Greek at entrance.

COURSE B.

Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition. *Five hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE C.

New Testament Greek. Selections from the Christian writers. *Three hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE D.

Homer, *Odyssey*. Plato, *Apology* and *Crito*. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities. The Philosophy of Plato.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE E.

Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Lucian, *Selected Dialogues*. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

Three hours weekly.

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE F.

Euripides, *Medea* and *Alceste*. Iambic, elegiac and melic poets. Prose composition.

Lectures—The Elegy. The Dorian and Æolian Schools. Rise and Development of Tragedy. *Three hours weekly.*

Prescribed for Sophomores in the Greek groups.

COURSE G.

Demosthenes, *De Corona*. Selections from Herodotus,
Thucydides and Xenophon. *Two hours weekly.*

Open to second or third-year students.

COURSE H.

Sophocles, *Antigone* and *Electra*. Aristophanes, *Selections*.
Lectures—The Attic Comedy. *Three hours weekly.*

Open to Juniors in the Greek groups.

COURSE I.

Plato, *Republic*. The Bucolic Poets. *Two hours weekly.*

Open to Juniors in the Greek groups.

COURSE J.

Aristotle, *Poetics*.—Sophocles, *Œdipus Tyrannus*. Æschylus,
Prometheus Vinctus and *Seven Against Thebes*.

Lectures—Ruins and Excavations of Greece. Athenian Art.
Three hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

COURSE K.

Pindar, *Selected Odes*. General review of Greek literature.
Second semester, two hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

COURSE L.

Greek Syntax. *One hour weekly.*

Open to Seniors who have finished the requirements of the Greek groups.

COURSE M.

Greek History from original sources. *One hour weekly.*

Open to all students in Greek except Freshmen.

COURSE N.

Greek Myths. *One hour weekly.*

Open to all students except Freshmen.

LATIN

COURSE A.

Livy, *Book I.* Horace, *Odes* and *Epodes.* Prose composition.
Four hours weekly.

Prescribed for Freshmen.

COURSE B.

Sight Reading. *One hour weekly.*

Open to Freshmen.

COURSE C.

Cicero, *Letters.* Horace, *Satires* and *Epistles.* Prose composition.
Three hours weekly.

Prescribed for Sophomores in the Latin groups.

COURSE D.

Tacitus, *Germania* and *Agricola.* Ovid, *Selections.*

Two hours weekly.

Open to Sophomores.

COURSE E.

Sight Reading. *One hour weekly.*

Open to Sophomores.

COURSE F.

History of Latin Literature. Reading of representative selections.
Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE G.

Pliny, *Selected Letters.* Juvenal, *Satires.* Martial, *Epigrams.*
Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE H.

Sight Reading. *One hour weekly.*

Open to Juniors.

COURSE I.

Prose composition. *One hour weekly.*

Open to Juniors.

COURSE J.

Plautus, *Three Plays*. Lucretius, *Books I and V*.

Two hours weekly.

Open to Seniors.

COURSE K.

Suetonius, *Selected Lives*. Tacitus, *Histories*.

Two hours weekly.

Open to Seniors.

COURSE L.

Seneca, *Moral Essays*. Selections from Christian Fathers.

Two hours weekly.

Open to Seniors.

COURSE M.

Ovid, *Fasti*. Vergil, *Books VII-XII*. *Two hours weekly.*

Open to Seniors.

COURSE N.

Sight Reading. *One hour weekly.*

Open to Seniors.

COURSE O.

Advanced Prose Composition. *One hour weekly.*

Open to Seniors.

COURSE P.

Introduction to Palæography. *One hour weekly.*

Open to Seniors.

GERMAN

COURSE A¹.

Grammar. Readings and selected lyrics with practice in speaking and writing German. *Five hours weekly.*

Open to students who did not present German at entrance.

COURSE A².

Short course. Grammar. Reading of short stories by modern writers. *Three hours weekly.*

Open to students who did not present German.

COURSE B¹.

Grammar. Prose composition. Reading. Conversation.

First semester, five hours weekly.

Open to students who presented minor requirements in German.

COURSE B².

Grammar. Prose composition. Modern and classical prose and verse.

Second semester, five hours weekly.

COURSE C.

Grammar. Prose composition. Modern and classical prose and verse. History of German literature of the eighteenth century. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who presented major requirements in German.

COURSE D.

Rapid reading and translation.

Two hours weekly.

Open to students who have taken Course A² or equivalent.

COURSE E.

The German Drama. Special study of representative dramas. Prose composition. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course C or B².

COURSE F.

Scientific German. Readings in current scientific literature.

Three hours weekly.

Primarily for students in the science groups.

COURSE G.

The German Novel. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have taken Course E.

COURSE H.

German conversation. Discussion of current events and assigned topics.

One hour weekly.

Open to all students in German.

COURSE I.

German Epic Poetry. Special study of some of the principal epics. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE J¹.

Advanced composition. Letters. Narration. Description. Character interpretation.

One hour weekly.

Open to students who have taken Course E or G.

COURSE J².

Studies in German style.

One hour weekly.

Open to students who have taken Course J¹.

COURSE K.

German literature in the first half of the nineteenth century. Romanticism. Recitations, lectures, and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE L.

Middle High German. *Das Nibelungenlied. Kudrun. Hartmann, Der Arme Heinrich. Wolfram, Parzival. Walther von der Vogelweide.* Translation into modern German. Lectures and collateral reading.

Two hours weekly.

Open to students who have taken Course G.

COURSE M.

Old High German. Braune, *Althochdeutsche Grammatik und Lesebuch.*

Two hours weekly.

Open to students who have taken Course L.

COURSE N.

History of the German language.

Second semester, one hour weekly.

Open to students who are taking Course L or M.

COURSE O.

Germanic Mythology.

First semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE P.

Germanic Antiquities.

Second semester, one hour weekly.

Open to students who have taken Course E or G.

COURSE Q.

Special study of German history.

One hour weekly.

Open to students who have taken Course E or G.

FRENCH

COURSE A.

Fontaine, *Livre de lecture et de conversation*. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Five hours weekly.

Open to students who did not present French.

COURSE B.

Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

First semester, five hours weekly.

Open to students who presented minor requirements in French.

COURSE C.

Special course in Grammar. Composition and reading.

Second semester, five hours weekly.

Open to students who have completed Course B.

COURSE D.

Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

Three hours weekly.

Open to students who presented major requirements in French.

COURSE E.

Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading. *Three hours weekly.*

Open to students who have completed Course D.

COURSE F.

Original prose: description and narration.

One hour weekly.

Open to students who have completed Course E.

COURSE G.

Advanced French conversation. Talks on assigned readings. Discussion of current topics. *One hour weekly.*

Open to students with permission of the Professor.

COURSE H.

The History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period. *Two hours weekly.*

Prescribed for students who have completed Course E.

COURSE I.

Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries. *Second semester, one hour weekly.*

Open to students who have completed Course E or H.

COURSE J.

Romanticism. Its sources and its representatives.

First semester, one hour weekly.

Open to students who have completed Course E or H.

COURSE K.

French Epic Poetry with special study of Victor Hugo and Lamartine.

Two hours weekly.

Open to students who have completed Course H.

COURSE L.

Lyric Poetry with introduction to French versification.

Second semester, one hour weekly.

Open to students who have completed Course H.

COURSE M.

A rapid review of French literature dealing only with writers of first importance.

First semester, one hour weekly.

Open to all students with permission of the Professor.

COURSE N.

Special course in pronunciation and elocution.

One hour weekly.

Open to all students with permission of the Professor.

COURSE O.

Philology. Phonology. Morphology. Old French.

Second semester, one hour weekly.

Open to students who have completed Course H.

COURSE P.

Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.

One hour weekly.

Open to Juniors and Seniors with the permission of the Professor.

COURSE Q.

A short course. Reading, prose composition, and conversation.

Two hours weekly.

Open to Juniors and Seniors.

COURSE R.

Scientific French. Readings in scientific literature.

One hour weekly.

SPANISH

COURSE A, B.

Elementary Course. Grammar, reading, composition.

COURSE C, D.

General Introduction to Spanish Literature. Grammar, reading, composition.

Prerequisite: Course A, B.

COURSE E.

Spanish Conversation.

ENGLISH

RHETORIC AND COMPOSITION

COURSE A.

Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. Genung, *The Working Principles of Rhetoric*. Nutter, Hersey, and Greenough, *Specimens of Prose Composition*.

Three hours weekly.

Prescribed for Freshmen.

COURSE B.

Argumentation. Lectures and seminars. Critical study of selected arguments. Briefs and forensics. Baker, *Principles of Argumentation*.
Two hours weekly.

Prescribed for Sophomores.

COURSE C.

The technique of English verse. Lectures on English verse from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.
First semester, two hours weekly.

Prescribed for Juniors.

COURSE D.

Special Rhetoric.

First semester, two hours weekly.

Designed for students who desire instruction to meet individual needs. With the permission of the Professor, Juniors may substitute this course for Course C.

COURSE E.

Advanced composition. Special study of the short story. Themes. Essays. Literary criticism.
Two hours weekly.

Open to Seniors.

LITERATURE

COURSE F.

Chaucer, Spenser, and their contemporaries.

First semester, two hours weekly.

Open to Sophomores.

COURSE G.

The rise of the English drama. English mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

First semester, one hour weekly.

Open to Sophomores.

COURSE H.

Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art.

Second semester, two hours weekly.

Open to Sophomores.

COURSE I.

Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems.

Second semester, one hour weekly.

Open to Sophomores.

COURSE J.

English letter-writers. Theory and practice. Study of great letter-writers of the eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Sophomores.

COURSE K¹.

The Classical Age. Manly, *English Poetry*; Manly, *English Prose*.

First semester, two hours weekly.

Open to Juniors.

COURSE K².

Special study of Jane Austen.

First semester, one hour weekly.

Open to Juniors.

COURSE L.

English Romanticism. Manly, *English Poetry*.

Second semester, two hours weekly.

Prescribed for Juniors.

COURSE M.

Wordsworth. His life. The characteristics of his genius. His relation to his age. The development of his genius. The classification and text of his poems.

Second semester, two hours weekly.

Open to Juniors.

COURSE N.

Special study of some nineteenth-century writer or writers.

Second semester, one hour weekly.

Open to Juniors.

COURSE O¹.

Tennyson. Lectures on his life and art. Careful study of *In Memoriam*, *The Idylls of the King*, and selected short poems.

First semester, two hours weekly.

Open to Seniors.

COURSE O².

Nineteenth-century poetry. Special study of Robert Browning and Elizabeth Barrett Browning.

Second semester, two hours weekly.

Open to Seniors.

COURSE P.

Prose Fiction as an art, with special reference to the great English novelists—Scott, Dickens, Thackeray, and George Eliot. Critical study of plot, characters, and setting in selected novels and short stories.

Two hours weekly.

Open to Seniors.

COURSE Q.

English Essayists.

Two hours weekly.

Open to Seniors.

COURSE R.

History of American Literature. The Colonial Period. The Revolutionary Period. The Knickerbocker School. The Influence of Transcendentalism. The Concord Writers. The Anti-Slavery Movement. The Cambridge Poets. Literature in the South. Literature in the West. Novelists. Short Story writers.

Two hours weekly.

Open to all Students.

ENGLISH PHILOLOGY

COURSE S.

Old English prose and verse. Bright, *Anglo-Saxon Reader*, *St. John's Gospel*.

Two hours weekly.

Open to Sophomores.

COURSE T.

Old English Texts. Beowulf. Poems of Cædmon and Cynewulf.

Two hours weekly.

Open to Juniors who have completed Course S.

HISTORY AND THE POLITICAL SCIENCES

The object of the course in History is threefold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

COURSE A.

MEDIAEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

Two hours weekly.

Open to Freshmen.*

COURSE B.

MODERN EUROPEAN HISTORY TO THE CLOSE OF THE EIGHTEENTH CENTURY.—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the Era of Religious Revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England; the French Revolution.

Open to Sophomores.

Three hours weekly.

* Course A is prerequisite to later elections, if such elections are to be recognized as major work in history.

COURSE C.

THE FRENCH REVOLUTION.—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations, with detailed study of the French Revolution.

First semester, three hours weekly.

Open to Juniors.

COURSE CC.

THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in its French and European aspects.

Second semester, three hours weekly.

Open to Juniors.

COURSE D.

POLITICAL HISTORY OF ENGLAND.—This course covers the mediæval and modern periods of English history. The political, social and industrial conditions in relation to race development receive special attention.

Three hours weekly.

Open to Sophomores.

COURSE E.

AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American history from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

Three hours weekly.

Open to Juniors.

COURSE F.

HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey, and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

Two hours weekly.

Open to Seniors.

COURSE G.

IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the art, literature and music of the Irish people, and to the political, social and industrial problems of the nineteenth century.

Two hours weekly.

Open to Seniors and Juniors.

COURSE H.

AMERICAN COLONIAL HISTORY.—This course deals with the foundation and development of the Colonies: their influence on European history; their struggles for the land; the introduction of slavery; and the separation from British rule.

Two hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE I.

THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the West.

Two hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE J.

ELEMENTS OF POLITICS.—This course outlines the field of study of Political Science, analyzes the notions of state, government, constitution, and traces out the formation of some of the principal ancient and modern states.

Three hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE K.

NATURE AND STRUCTURE OF POLITICAL SOCIETY.—A study of the evolution of Political Society in ancient and modern times, and a discussion of theories of society and government that have exerted an influence on social development.

Three hours weekly.

Open to Seniors.

COURSE L.

DEVELOPMENT OF PARLIAMENTARY GOVERNMENT.—A study of the rise and the development through successive centuries of the system of Parliamentary Government in England.

Three hours weekly.

Open to Seniors.

COURSE M.

COMPARATIVE STUDY OF MODERN GOVERNMENTS.—This course embraces an analysis of the problems of self-government, and a comparative study of the existing systems of government in the principal modern States.

Three hours weekly.

Open to Seniors.

COURSE N.

1. BIBLIOGRAPHY.—Study of general historical bibliographies.

2. HISTORICAL CONSTRUCTION.—Nature and treatment of historical material.

Open to Seniors.

COURSE O.

ELEMENTS OF ECONOMICS.—Study of the general principles of economics as formulated in the smaller works of Walker and of Marshall. Money and distribution.

Open to Juniors and Seniors.

COURSE P.

ECONOMIC HISTORY.—A brief survey of the economic element in general history. Thorough study of the economic phenomena in English and American history.

Open to Juniors and Seniors.

COURSE Q.

MODERN ECONOMIC PROBLEMS.—A study of the chief economic problems that confront modern society, and an analysis of the movements for social reform that represent attempts to solve these problems.

Open to Seniors.

COURSE R.

ELEMENTS OF SOCIOLOGY.—The purpose of this course is to develop the power of observation and classification of social phenomena and to acquaint the student with the more important processes in social life.

Open to Sophomores.

COURSE S.

ADVANCED SOCIOLOGY.—Special social problems investigated with particular reference to present social conditions. The work is based on the previous elementary course and is open to those students only who have taken that course.

Open to Seniors.

MATHEMATICS

COURSE A.

SOLID GEOMETRY.—Demonstrations of propositions; application of principles to numerical examples.

One semester, three hours weekly.

COURSE B.

TRIGONOMETRY. — Plane and Spherical. — Trigonometric analysis; solution of triangles; application of principles to problems; goniometry; Napier's Rules; Napier's Analogies; Gauss' Formulæ; applications.

One semester, three hours weekly.

COURSE C.

ADVANCED ALGEBRA.—Binomial theorem; indeterminate equations; undetermined coefficients; exponential theorem; logarithms.

One semester, three hours weekly.

COURSE D.

ANALYTIC GEOMETRY.—Equations and properties of the point, right line, circle, parabola, ellipse, and hyperbola.

One semester, three hours weekly.

COURSE E.

CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

Two semesters, three hours weekly.

Open to students who have taken Courses B, C, and D.

COURSE F.

THEORY OF EQUATIONS AND DETERMINANTS.—General properties of Equations; symmetric functions; Cardan's solution; Ferrari's solution; Sturm's functions; Horner's method of solving numerical equations. Properties of Determinants; Determinants of special form; Matrices.

One semester, three hours weekly.

Open to students who have taken Courses B and C.

COURSE G.

CALCULUS, ADVANCED.—More detailed study of the principles of Differentiation and Integration. Partial Differentiation, Maxima and Minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. Differential Equations.

One semester, three hours weekly.

Open to students who have taken Course E.

COURSE H.

ANALYTIC GEOMETRY, ADVANCED.—A more detailed study of the Conic Sections. Higher Plane Curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken Courses C and D.

COURSE I.

HISTORY OF MATHEMATICS.

One year, one hour weekly.

Open to students who have taken Course E.

COURSE J.

ANALYTICAL MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.

One semester, three hours weekly.

Open to students who have taken Courses E and H.

COURSE K.

TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

Two semesters, two hours weekly.

Open to Seniors who have taken Courses A, B, C, D, and E.

PHYSICS

COURSE A.

GENERAL PHYSICS.—Lectures, readings, recitations and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

First semester, five hours weekly.

Sound; Electricity; Magnetism.

Open to Sophomores.

Second semester, five hours weekly.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of Physics is presupposed.

COURSE B.

ADVANCED PHYSICS.—Mechanics; Light.

First semester, five hours weekly.

Theory of heat; Electricity; Magnetism.

Second semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

WAVE MOTION AND SOUND.

Three hours weekly.

Open to students who have completed Course A.

COURSE D.

ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

Three hours weekly.

Open to students who have completed Course B.

COURSE E.

GENERAL DESCRIPTIVE PHYSICS.

Three hours weekly.

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

COURSE F.

ELECTRICITY.

Three hours weekly.

Open to students who have taken Course A or B.

CHEMISTRY

COURSE A.

INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.

Five hours weekly.

Open to Sophomores.

COURSE B.

QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.

First semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis.

Second semester, five hours weekly.

Open to students who have completed Course B.

COURSE D.

ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.

Five hours weekly.

Open to students who have completed Course A.

COURSE E.

ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Course A.

COURSE F.

Advanced Laboratory Course: Special Work in Organic Preparations, or Advanced Analytical Chemistry.

One semester, three hours weekly.

Open to students who have completed Courses A, B, C, and D.

COURSE G.

HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

One semester, two hours weekly.

Open to students who have completed Course A.

BOTANY

COURSE A.

General Comparative Morphology and Physiology of Plants. A study of representative plants of various groups, and of the fundamental principles of plant life and relationship.

First semester, five hours weekly.

Special Morphology. Taxonomy and Adaptations of Higher Plants. Study of typical plants representing the more general groups of Angiosperms. Field excursions for the purpose of studying the local flora.

Second semester, five hours weekly.

COURSE B.

Comparative Morphology and Taxonomy of the Fungi. Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development.

First semester, five hours weekly.

General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.

Second semester, five hours weekly.

Elective for those who have taken Course A.

COURSE C.

Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ. Study of typical genera. Laboratory and field work.

Five hours weekly.

COURSE D.

Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Four hours weekly.

COURSE E.

General Physiology. Advanced work on the phenomena of absorption, nutrition, growth, irritability of plants; their reaction to changed surroundings, transformations, and ultimate assimilation of food. Laboratory work and lectures.

Five hours weekly.

COURSE F.

Dendrology. Biological and Taxonomical study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures.

Five hours weekly.

HYGIENE

GENERAL COURSE.

This course is intended to give an outline of the general principles of personal hygiene, domestic hygiene, and sanitary science.

Elective for all first-year students.

ART

GENERAL COURSE.—THE HISTORY OF ART.

Origin and grouping of the arts. Source and characteristics of æsthetic pleasure. Taste. Historic development of the Arts. Decorative and expressive Art. Style. Classification of the Arts. Architecture. Sculpture. Painting. Elementary architectural design.

Elective for Seniors.

COURSE A.

Origin and development of style in Architecture. Architecture as an art. Evolution of styles. Primitive and barbarous Architecture. Historic styles. Place of Architecture in modern culture.

COURSE B.

The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

COURSE C.

The historical development of Mediæval Architecture. Beginnings of Christian Art. Rise and development of Gothic styles. Cathedral Architecture in the West and East.

COURSE D.

History of Painting. Special study of the Italian Renaissance. Painting in Germany, Flanders, Holland and Spain. Modern Painting.

Open to all students.

The General Course, Courses A, B, and C are open to all students. Instruction is given by means of lectures, illustrated by blackboard diagrams and representations, photographs, parallels of historic ornament, and lantern projections.

The lectures and seminars of Course D are held in THE O'CONNOR ART GALLERY and THE HOLAHAN SOCIAL HALL OF TRINITY COLLEGE, where a large and carefully chosen collection of paintings and engravings affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ELOCUTION

COURSE A.

Enunciation and Training of the Voice.

This course aims to develop the proper use of the voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

COURSE B.

Training of the Body and Voice.

This course is a continuation of Course A with more advanced work.

COURSE C.

General Principles of Vocal Expression.

COURSE D.

Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all students.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club,

Le Cercle Français,

The Athletic Association,

The Christ Child Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

COLLEGE DISCIPLINE

The College insists upon regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in college, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz. daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Though a little over a decade of years has passed since the foundation of Trinity College, its growth has been marvelous. To the South Hall and O'Connor Hall, the North Hall has been recently added, thus completing the plan of the main building, and rounding out the massive, well-proportioned structure.

Steady improvement has been made also in the equipment of the College, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that a mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following :

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Anna Aloysius Coleman, Pelham Manor, New York.	Greek and Latin Group.
Margaret Louise Dooly, Salt Lake City, Utah.	Greek and German Group.
Blanche Manning Gavin, Quincy, Massachusetts.	Greek and Latin Group.
Marian Alice Gray, St. Louis, Missouri.	Greek and Latin Group.
Eleanor Patricia Griffin, New York City.	Latin and French Group.
Elizabeth Gertrude Lamb, Worcester, Massachusetts.	English and French Group.
Agatha Anna Linahan, New Haven, Connecticut.	English and French Group.
Margaret Mary McDevitt, Lancaster, Pennsylvania.	English and French Group.
Katharine Mary McEnelly, Hopkinton, Massachusetts.	Greek and Latin Group.
Mary Ellen McGorrisk, Des Moines, Iowa.	German and French Group.
Florence Elizabeth McMahon, Worcester, Massachusetts.	Latin and French Group.
Helen Loretto O'Mahoney, Lawrence, Massachusetts.	English and German Group.
Elsie Marie Parsons, Philadelphia, Pennsylvania.	Greek and Latin Group.
Marie Frances Rottermann, Dayton, Ohio.	Latin and German Group.
Florence Marie Rudge, Youngstown, Ohio.	Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

Katharine Mary McEnelly, A. B., Hopkinton, Massachusetts.	Greek and German.
Florence Marie Rudge, A. B., Youngstown, Ohio.	Latin and English.

BACHELOR OF SCIENCE

1905

Marian Alice Gray, A. B., Chemistry and Mathematics.
St. Louis, Missouri.

BACHELOR OF ARTS

1905

Ella Josephine Casey, B. L., Smith College, English and French Group.
Lee, Massachusetts.

Marguerite Marie Brosseau, English and French Group.
Chicago, Illinois.

Anna Ellen Burke, Greek and French Group.
Boston, Massachusetts.

Julia Mary Doyle, Latin and German Group.
Chicago, Illinois.

Mary Agnes Feenan, Latin and French Group.
Salem, Massachusetts.

Miriam Barbara Hayes, Latin and French Group.
New York City.

Mary Regis Meehan, German and French Group.
Jamaica Plain, Massachusetts.

Jane Louise MacDonald, Latin and German Group.
Boston, Massachusetts.

Anna O'Brien, Latin and Mathematics Group.
Somers, Montana.

Edna Madeleine O'Crowley, English and German Group.
Newark, New Jersey.

Katharine O'Donahoe, English and German Group.
Omaha, Nebraska.

Helen Brendan Scanlan, Latin and German Group.
Pawtucket, Rhode Island.

Blanche Laura Sullivan, Greek and German Group.
Cincinnati, Ohio.

BACHELOR OF ARTS

1906

Mary Elizabeth Doherty, German and Mathematics Group.
Worcester, Massachusetts.

Mary Agnes Kennedy, French and Botany Group.
Charlestown, Massachusetts.

Sara Treanor O'Neil, French and English Group.
Somerville, Massachusetts.

Josephine Mary Vlymen, Greek and Latin Group.
Hempstead, New York.

Spalding Young, Latin and English Group.
Lexington, Kentucky.

BACHELOR OF LETTERS

1906

Anna Ivan Collins, North Adams, Massachusetts.

BACHELOR OF ARTS

1907

Mary Agnes Bradley, Worcester, Massachusetts.	Chemistry and English Group.
Margaret Cummings, Fall River, Massachusetts.	Chemistry and English Group.
Katharine Mary Doyle, Holyoke, Massachusetts.	History and German Group.
Veronica Eagan, Philadelphia, Pennsylvania.	English and French Group.
Alice Gertrude Feenan, Salem, Massachusetts.	English and French Group.
Mary Joanna Green, Everett, Massachusetts.	English and French Group.
Mary Isabel Higgins, Westerly, Rhode Island.	Latin and German Group.
Cecilia Clare Kelly, Brooklyn, New York.	Latin and French Group.
Elizabeth Rose Kennedy, Amsterdam, New York.	English and German Group.
Helen Gertrude Linehan, Cambridge, Massachusetts.	English and French Group.
Elizabeth Ward Loughran, Warren, Rhode Island.	Greek and Latin Group.
Mary Cecilia McCaffrey, Omaha, Nebraska.	Latin and English Group.
Susan McGorrisk, Des Moines, Iowa.	English and French Group.
Mary Elizabeth McKenna, New York City.	Mathematics and Latin Group.
Blanche Gertrude McMahon, Worcester, Massachusetts.	Botany and English Group.
Elizabeth Frances Moore, Springfield, Massachusetts.	Latin and English Group.
Irene Mary O'Crowley, Newark, New Jersey.	English and German Group.
Alice Mary Ryan, Brooklyn, New York.	Latin and English Group.
Helen Teresa Schofield, Chicago, Illinois.	English and German Group.
Mary Rose St. Clair, Collinsville, Connecticut.	Latin and English Group.

BACHELOR OF LETTERS

1907

Mary Margaret Connors, Buffalo, New York.	Marie Alice Fagan, Pittsburg, Pennsylvania.
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MASTER OF ARTS

1908

Helen Catherine McNamara, A. B.,
Cornell University, 1907.
Binghamton, New York.

Sociology and History Group.

BACHELOR OF ARTS

1908

Anna Patricia Butler,
Cambridge, Massachusetts.

Latin and English Group.

Lilian Callahan,
Albany, New York.

English and French Group.

Margaret Mary Callaghan,
Haverhill, Massachusetts.

Latin and German Group.

Mary Mildred Connolly,
Bradford, Pennsylvania.

Latin and German Group.

Ora Maria Dansby,
Fort Smith, Arkansas.

German and Mathematics Group.

Beatrice Antoinette Gavagan,
Los Angeles, California.

English and French Group.

Louise Catharine Holohan,
Waterbury, Connecticut.

Latin and French Group.

Agatha Rose Kelly,
Penn Yan, New York.

Latin and English Group.

Marie Regina Madden,
Brooklyn, New York.

Latin and English Group.

Janet Louise McQuaid,
Holyoke, Massachusetts.

English and French Group.

Elizabeth Wenis Merkle,
Chillicothe, Ohio.

German and French Group.

Marie Louise Simon,
Philadelphia, Pennsylvania.

English and German Group.

Helen Teresa Vlymen,
Hempstead, New York.

Greek and Latin Group.

BACHELOR OF LETTERS

1908

Mary Katharine Murray, Troy, New York.

BACHELOR OF ARTS

1909

Bertha Liguori Daeley, Devil's Lake, North Dakota.	English and French Group.
Constance Helen Harrington, O'Neill, Nebraska.	French and Chemistry Group.
Martha Teresa Logan, South Boston, Massachusetts.	English and Chemistry Group.
Agnes Mary Maher, Utica, New York.	Latin and English Group.
Lilian Teresa Moynahan, Glens Falls, New York.	English and French Group.
Mary Teresa Moriarty, Springfield, Massachusetts.	English and French Group.
Mary Desmond Murphy, Norwich, Connecticut.	English and French Group.
Mary Catharine Murray, Grand Rapids, Michigan.	Latin and German Group.
Mary O'Dwyer, Texarkana, Arkansas.	English and French Group.
Margaret Mary Sallaway, Dorchester, Massachusetts.	Latin and French Group.
Honorina Kennelly Shine, Holyoke, Massachusetts.	English and French Group.
Mary Cecilia Showel, Toledo, Ohio.	English and Mathematics Group.
Helen Esther Sullivan, Chicago, Illinois.	Latin and French Group.

BACHELOR OF LETTERS

1909

Mary Storrs Flynn, Dorchester, Massachusetts.	Rosario Lorando, Washington, District of Columbia.
Olivia Honora Hannan, Ironton, Ohio.	Mary Elizabeth McGrane, Cincinnati, Ohio.
Martha Mary Kennedy, Worcester, Massachusetts.	Helen Teresa Nolan, Reading, Pennsylvania.

Laura Louise Yund,
Amsterdam, New York.

BACHELOR OF ARTS

1910

Emma Lucile Baillargeon, Seattle, Washington.	English and French Group.
Beatrice Frances Barnes, Madison, Wisconsin.	English and German Group.
Dorothy Mary Barnes, Madison, Wisconsin.	English and German Group.
Agnes Constance Brady, Fall River, Massachusetts.	Latin and German Group.
Katherine Helen Degnan, Providence, Rhode Island.	Greek and Latin Group.
Mary Teresa Droste, Grand Rapids, Michigan.	German and Chemistry Group.
Rose Helene Finn, Holyoke, Massachusetts.	Greek and Latin Group.
Loretta Galligan, Taunton, Massachusetts.	Latin and French Group.
Jeannette Hays, Canton, Ohio.	Latin and German Group.
Clara Christine Kennedy, Amsterdam, New York.	English and History Group.
Hazel Frances Larkin, Bartlesville, Oklahoma.	English and History Group.
Edith Marie Lennon, Lowell, Massachusetts.	French and History Group.
Helen Margaret McKeever, Hollywood, California.	English and German Group.
Mary Elizabeth McKeough, Amsterdam, New York.	English and History Group.
Marie Aloysius McNally, White Haven, Pennsylvania.	English and Mathematics Group.
Alice Elizabeth Meagher, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Lillian Monica Reavey, Springfield, Massachusetts.	French and Chemistry Group.
Gertrude Margaret Schofield, Chicago, Illinois.	English and French Group.
Bertha Josephine Strootman, Buffalo, New York.	German and Chemistry Group.
Katherine Louise Walsh, Davenport, Iowa.	English and French Group.

BACHELOR OF LETTERS

1910

Gertrude Adeline Connolly, Tulsa, Oklahoma.	Mary Catherine Kerby, Washington, District of Columbia.
Elizabeth Louise Sullivan, Bangor, Maine.	

MASTER OF ARTS

1911

Mary Louise Reilly, A. B.,
Smith College, 1910.
Bronckton, Massachusetts.

Philosophy and History Group.

BACHELOR OF ARTS

1911

Amy Boughan,
Chicago, Illinois.
Rosalind Brownell,
Waterbury, Connecticut.
Agnes Laurentia Callaghan,
Haverhill, Massachusetts.
Agnes Marie Finnegan,
New Britain, Connecticut.
Mary Bashford Galvin,
East Greenwich, Rhode Island.

Greek and Chemistry Group.

Latin and French Group.

Latin and Mathematics Group.

Latin and History Group.

Latin and French Group.

Latin and History Group.

Kathleen Josephine Greeley,
Holyoke, Massachusetts.

Greek and Latin Group.

Mary Elizabeth Hanlon,
Hillsboro, Ohio.

Latin and German Group.

Isabelle Josephine Harrity,
Philadelphia, Pennsylvania.

English and French Group.

Margaret Mary Hennessey,
Milwaukee, Wisconsin.

English and History Group.

Ellen Alice Herron,
Auburn, New York.

English and German Group.

Victoria Kenny,
Scranton, Pennsylvania.

Latin and Mathematics Group.

Grace Marion Lombard,
Worcester, Massachusetts.

English and German Group.

Mary Louise Martin,
Waterbury, Connecticut.

Latin and French Group.

Mary Margaret Maxwell,
Dakota City, Nebraska.

German and French Group.

Catherine Vincentia McCann,
New York City.

French and History Group.

Lucy Anne McCarthy,
Troy, New York.

Greek and Latin Group.

Edith McDonald,
Minneapolis, Minnesota.

English and German Group.

Catharine McLoughlin,
Worcester, Massachusetts.

English and History Group.

Mary Julia MacMahon,
Holyoke, Massachusetts.

Greek and Latin Group.

Eleanor Cruice O'Brien,
St. Paul, Minnesota.

Patience Mary O'Neil,
Akron, Ohio.

Marguerite Elise Pace,
Covington, Kentucky.

Helena Gertrude Sheehan,
Buffalo, New York.

Agnes Mary Shillow,
Columbia, Pennsylvania.

Zita Simms,
Attleboro, Massachusetts.

June Frances Sutcliffe,
Pawtucket, Rhode Island.

Anne Mary Splane,
Manchester, New Hampshire.

Claire Marie Wallis,
Philadelphia, Pennsylvania.

English and History Group.

Latin and French Group.

English and Latin Group.

English and Chemistry Group.

Latin and German Group.

Latin and German Group.

Latin and German Group.

English and History Group.

English and German Group.

BACHELOR OF LETTERS

1911

Esther Byrne,
Omaha, Nebraska.

Imogene Julia Carraher,
Seattle, Washington.

Marguerite O'Leary,
Richibucto, N. B.

ENROLMENT OF STUDENTS

1912-1913

GRADUATE STUDENT

Alice Ernestine Barry, A. B.,
Boston University.

Malden, Mass.

SENIOR CLASS

Corinne Anne Barrett
Anne Margaret Boyle
Mary Christine Burns
Marie Monica Driscoll
Katharine Agnes Finn
Maude Elizabeth Gaynor
Mary Alice Giblin
Florence Grandon Haag
Mary Madeleine Hastings
Cecilia Katherine Kays
Caroline Barbara Kempel
Evelyn Elizabeth McCaffrey
Mary Cecilia McEnelly
Edith McFadden
Ellen Elizabeth McQuade
Katherine Florentine McSweeney
Florence Jane Mills
Alice Elizabeth Mills
Regina Cecilia O'Malley
Alma Katherine Petersen
Lucile Anne Quinlan
Florence Marguerite Riley
Mary Love Schofield
Julie Ellsbee Sullivan
Mary Grace Townsend
Mary Victoria Vlymen
Mary Regina Walsh
Gertrude Walsh
Mary Gertrude Whitton

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Omaha, Nebr.
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Lowell, Mass.
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Fall River, Mass.
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Louise Lucy Becker
Frances Blake
Antoinette Katherine Bosch
Ethel Adelaide Cabana
Frances Catherine Cashman
Florence Honora Clarke
Madeleine Jeanne Carpentier
Mary Ellen Connolly
Margaret Genevieve Connolly
Helen Agnes Cronin
Mary Catherine Cummings
Alice Louise Donovan
Blanche Katherine Driscoll
Elizabeth Teresa Friel
Ruth Elizabeth Kean
Rita Mary McDevitt
Anne Claire McNeelis
Dorothy Cecelia McQuaid
Mary Lucile May
Irene Collins Moriarity
Erin Rose Morrison
Margaret Catherine Norman
Brighidin Trumble Scallon
Lorine Agnes Scanlan
Helen Germaine Stokes
Alice Elizabeth Sullivan

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Wilkes-Barre, Pa.
Buffalo, N. Y.
Lake Linden, Mich.
Buffalo, N. Y.
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Ortonville, Minn.
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Washington, D. C.
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Manchester, N. H.
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Margaret Boughan
Pauline Cashman
Genevieve Caulfield
Mary Louise Clifford
Margaret Mary Collins
Helen Mason Conroy
Marguerite Anne Duffy
Adele Farren
Elizabeth Angela Flannery

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Mary Margaret Gaffney
 Margaret Mary Gallagher
 Rose Geier
 Marie Anita Graves
 Mary Evangeline Hayes
 Mary Veronica Hodson
 Mary Agnes Johnson
 Alice Mae Kelly
 Elisabeth Genevieve Kennedy
 Mary Josephine Lennon
 Laura Louise Lennox
 Margaret Julia Linnane
 Mary Genevieve Loughran
 Marion Winnifred Lynch
 Catharine Veronica Lynch
 Anna May McCaffrey
 Anna Elizabeth McCarron
 Sarah Cecilia McCarthy
 Maude Estelle McMahon
 Mary Elizabeth McSweeney
 Josephine Ursula McVay
 Isabelle Frances Murphy
 Mary Winifred Murray
 Josephine Nugent
 Gertrude Pauline Smith
 Isabelle Mary Stoddart
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 Waterbury, Conn.
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Grace Dunn Griffin
Clementine Hentges
Jeannette Wright Kelly
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Florence Trull
Anna Adeline Whelan

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Worcester, Mass.
Brockton, Mass.
Brookline, Mass.
Roxbury, Mass.

PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually
by the College.

TRINITY COLLEGE RECORD, a magazine published
quarterly by the students of the College.

THE TRINILOGUE, a book published by the class
of 1912. Price, \$3.00 per copy.

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TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION
FOR THE
HIGHER EDUCATION OF WOMEN



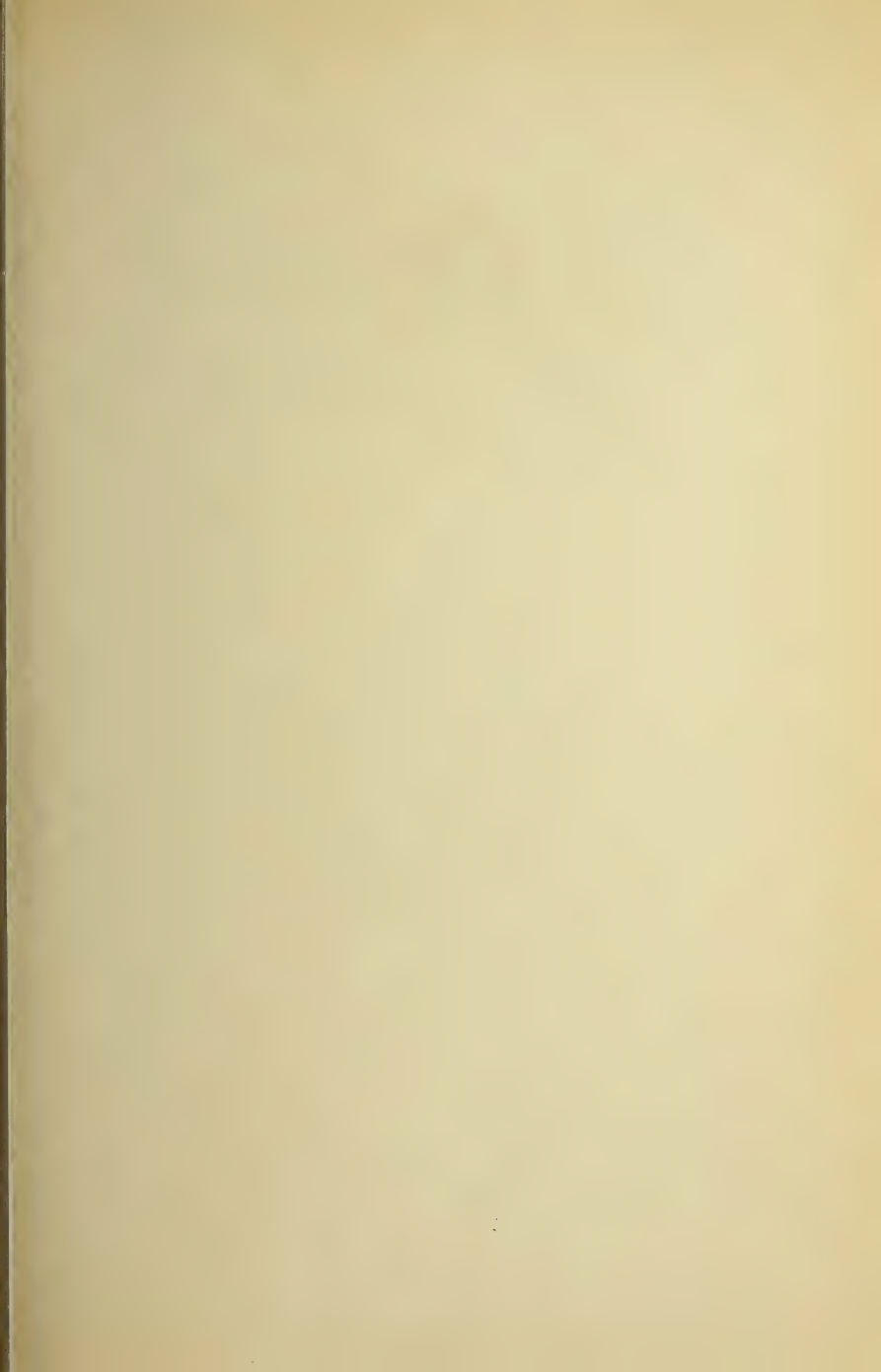
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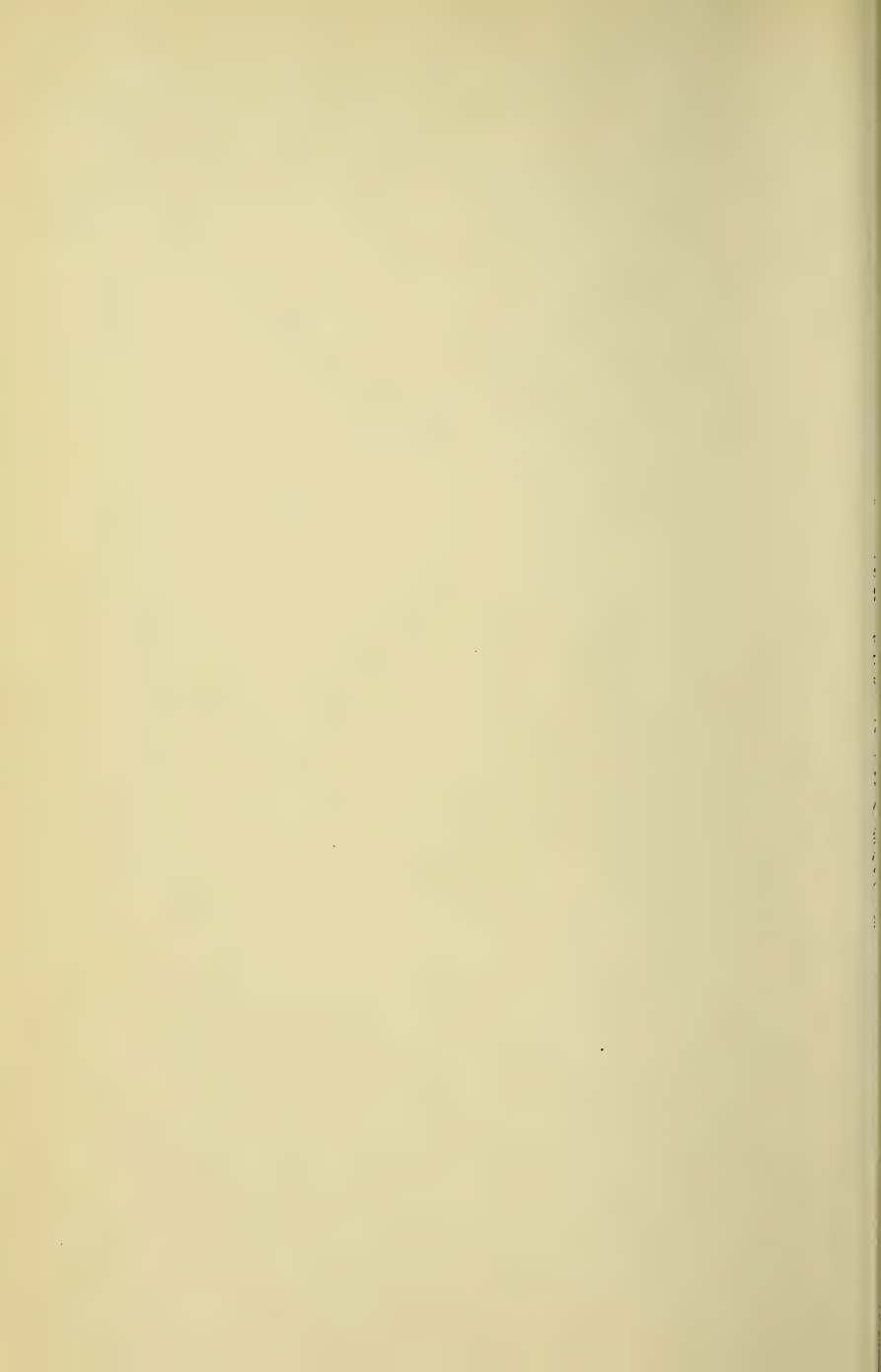
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The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE, WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE STATE OF NEW YORK.**

LEGAL FORM OF BEQUEST : I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.





TRINITY COLLEGE

WASHINGTON, D. C.

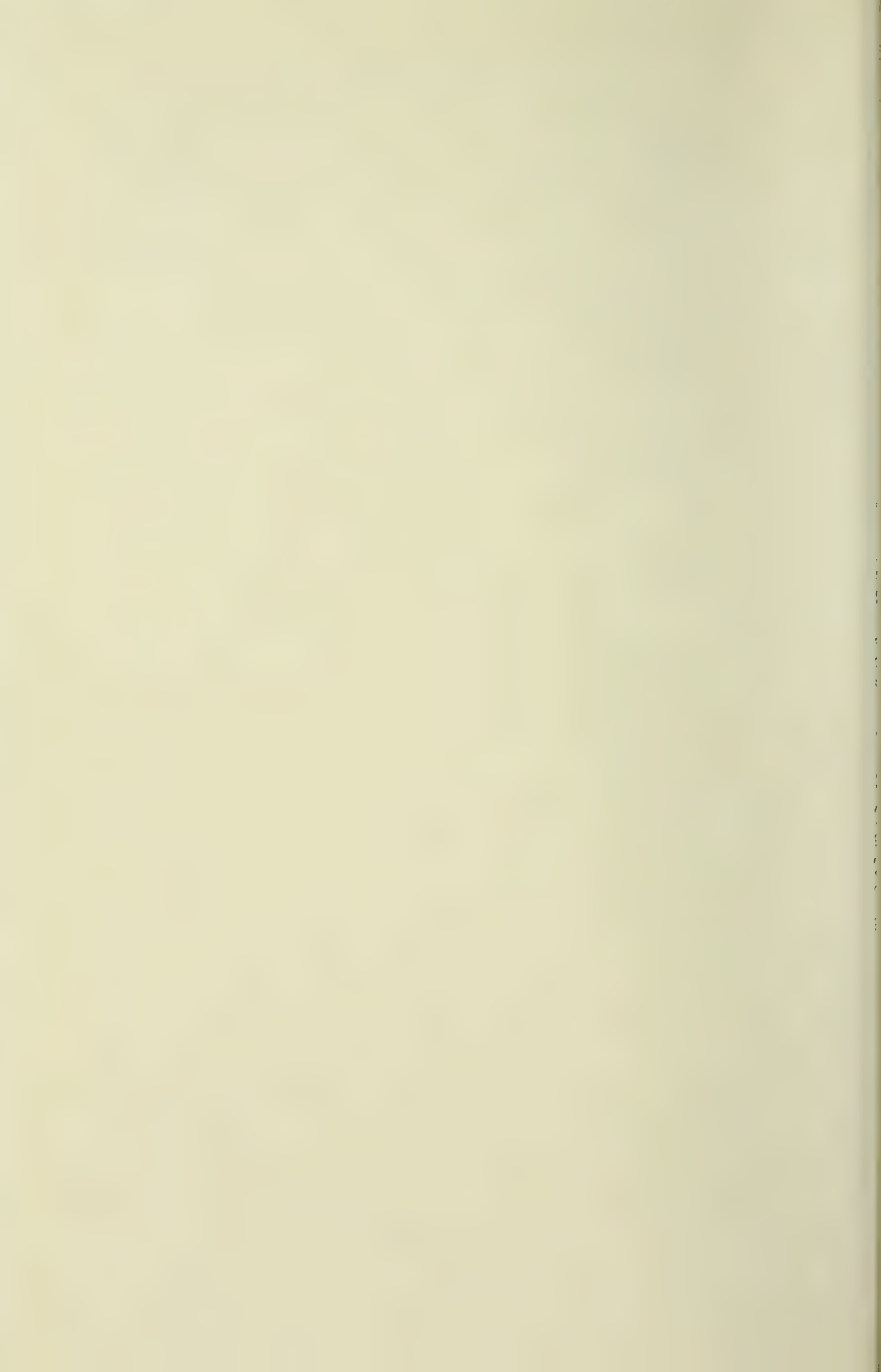
A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1913-1914



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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Express and freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information, and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1913

S M T W T F S							S M T W T F S							S M T W T F S							S M T W T F S							
JANUARY							FEBRUARY							MARCH							APRIL							
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
26	27	28	29	30	31	...	23	24	25	26	27	28	...	23	24	25	26	27	28	29	27	28	29	30	
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1914

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31	30	31	
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
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6	7	8	9	10	11	12	4	5	6	7	8	9	10		8	9	10	11	12	13	14	6	7	8	9	10	11	12	
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20	21	22	23	24	25	26	18	19	20	21	22	23	24		22	23	24	25	26	27	28	20	21	22	23	24	25	26	
27	28	29	30	25	26	27	28	29	30	31		29	30	27	28	29	30	31	
...	

ACADEMIC CALENDAR

1913

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 7.
Mid-year Examinations begin,	Tuesday, Jan. 21.
Mid-year Examinations end,	Monday, Jan. 27.
Spiritual Retreat for the students begins at 5 P. M.,	Tuesday, Jan. 28.
Second semester begins,	Monday, Feb. 3.
Easter Vacation begins at noon,	Wednesday, Mar. 19.
Easter Vacation ends at 5 P. M.,	Monday, Mar. 24.
Founders' Day,	Thursday, May 1.
Ascension Day,	Thursday, May 1.
Final Examinations begin,	Friday, May 23.
Final Examinations end,	Tuesday, June 3.
Baccalaureate Sermon,	Sunday, June 1.
Commencement Exercises,	Thursday, June 5.
Entrance Examinations at Centres begin,	Monday, June 9.
Entrance Examinations at Centres end,	Saturday, June 14.
Entrance Examinations at the College begin,	Thursday, Sept. 18.
Registration of Students,	Tuesday, Sept. 23.
College Exercises begin,	Wednesday, Sept. 24.
Thanksgiving Day,	Thursday, Nov. 27.
Christmas Vacation begins at noon,	Friday, Dec. 19.

1914

Christmas Vacation ends at 5 o'clock,	Monday, Jan. 5.
Mid-year Examinations begin,	Tuesday, Jan. 20.
Mid-year Examinations end,	Monday, Jan. 26.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 27.
Second semester begins,	Monday, Feb. 2.
Easter Vacation begins at noon,	Wednesday, April 8.
Easter Vacation ends at 5 P. M.,	Monday, April 13.

THE COURSES OF STUDY IN THE COLLEGE ARE
CONDUCTED BY THE FOLLOWING
PROFESSORS

VERY REVEREND EDWARD A. PACE, Ph. D., S. T. D., LL. D.
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S. T. D.
History of Philosophy.

VERY REVEREND THOMAS E. SHIELDS, Ph. D., LL. D.
Education (Science and Art of Study, Philosophy, Psychology,
Methods).

REVEREND CHARLES A. DUBRAY, S. M., Ph. D.
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S. T. D.
Apologetics.

REVEREND NICHOLAS A. WEBER, S. M., S. T. D.
Church History.

REVEREND WILLIAM J. KERBY, S. T. L.
Economics and Sociology.

REVEREND THOMAS V. MOORE, C. S. P., Ph. D.
Biology.

SEÑORA RITA LEZCA DE RUIZ,
Spanish.

MISS ELSIE KERNAN,
Elocution and Gymnastics.

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History, Mathematics, Physics, Chemistry, Botany, Hygiene, Music and Art.

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THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME.
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THE SECRETARY OF THE COLLEGE.
THE TREASURER OF THE COLLEGE.
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- Miss Louise C. Holohan *Recording Secretary.*
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THE NEW YORK CHAPTER OF THE TRINITY COLLEGE ALUMNÆ ASSOCIATION.

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TRINITY COLLEGE

LOCATION.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only is the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 14,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals, literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

THE O'CONNOR ART GALLERY.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings and photographs; a number of exquisite sculptures in crystallized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters, donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institute, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places

and at others rich in economic, scientific, and historic interest, *e. g.* the Treasury Department, the Patent Office, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought—men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

SCOPE OF THE COLLEGE.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students, undergraduate students, and hearers.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who have passed the required entrance examinations and who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

Hearers are those who, by concession of the Faculty, attend some of the courses. They must be at least twenty-four years of age. They are not required to take the entrance examinations, but must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination after the successful completion of a high-school or academy course of four years. There is no high-school or academy attached to the College.

As evidence of the thoroughness of their preparation for admission to College, candidates must pass examinations in subjects amounting to fifteen and one-half ($15\frac{1}{2}$) unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of this requirement are named in the following list. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.*

The subjects prescribed for all candidates for admission are :

English	3 units
History	1 unit
Mathematics	$2\frac{1}{2}$ units
Latin	4 units
The Major Requirement in Greek, or French, or German	3 units

In addition to the above thirteen and one-half ($13\frac{1}{2}$) units, each candidate must present two (2) units from the following subjects:

The Minor Requirement in one of the languages not offered for major standing	2 units
History (in addition to the amount prescribed above)	1 unit
Physics	1 unit
Chemistry	1 unit
Botany	1 unit
Zoölogy	1 unit
Music	1 unit

*Although no formal entrance examination is held in Religion, it is expected, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

Where "conditions" in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION		TRINITY COLLEGE EXAMINATION	
<i>Subjects</i>		<i>Subjects</i>	<i>Units</i>
English, <i>a</i> and <i>b</i>	=	English	3
History, <i>a</i> , <i>b</i> , <i>c</i> , or <i>d</i>	=	History	1
Mathematics, <i>a</i> (<i>i</i> and <i>ii</i>) and <i>c</i>	=	Mathematics	3
Latin, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>d</i> , <i>l</i> , and <i>m</i>	=	Latin	4
<i>One of the following:</i>		<i>Major Requirement in one of the following:</i>	
Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>c</i> , <i>f</i> , and <i>g</i>	}		
French, <i>a</i> and <i>b</i>			
German, <i>a</i> and <i>b</i>			
<i>One subject from Group I or two subjects from Group II:</i>		<i>Two units to be chosen from the following:</i> The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or German) History (in addition to the amount prescribed above) Physics Chemistry Botany Zoölogy Music	
<i>Group I:</i>			
Greek, <i>a</i> (<i>i</i> and <i>ii</i>), <i>b</i> , <i>f</i> , and <i>g</i>	}		
French, <i>a</i>			
German, <i>a</i>			
<i>Group II:</i>			
History, <i>a</i> , or <i>b</i> , or <i>c</i> , or <i>d</i> (not offered above)	}		
Physics			
Chemistry			
Botany			
Zoölogy			
Music			

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic Diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

Preliminaries :

English A—Reading and Practice.

French major except Prose Composition and the use of the spoken language.

German major except Prose Composition and the use of the spoken language.

Greek major except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals :

English B—Study and Practice, including Composition, Algebra, Botany, Chemistry, Physics, Music.

French minor requirement, the Prose Composition and use of the spoken language of the major requirement.

German minor requirement. The Prose Composition and the use of the spoken language of the major requirement.

Greek minor, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during last year. Candidates are advised to take English Composition and Algebra in the last year.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount, if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College in June and September of each year. In 1913 the entrance examinations will be held June 9 to June 14 and September 18 to September 27. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,	Brooklyn, N. Y., Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I., St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y., Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.
The Academy of Notre Dame,	Boston, Mass., Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass., Washington St.
The Academy of Notre Dame,	Lowell, Mass., Adams St.
Notre Dame Training School,	Waltham, Mass., Newton St.
St. John's School,	Worcester, Mass., Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.
Mount St. Mary's Academy,	Manchester, N.H., Hooksett Heights.
St. Joseph's Academy,	Deering, Maine.
St. Mary's Academy,	New Haven, Conn., Orange St.
Notre Dame Academy,	Waterbury, Conn.
The Academy of Notre Dame,	Philadelphia, Pa., W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburg, Pa., Fifth Ave.
St. Joseph's Academy,	Greenburg, Pa., Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.
Mount St. Mary's Seminary,	Scranton, Pa., Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.
The Academy of Notre Dame,	Cincinnati, Ohio, Sixth Ave., East
The Academy of Notre Dame,	Cincinnati, Ohio, East Walnut Hill.
The Ursuline Academy,	Cleveland, Ohio, Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio, Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,	Montreal, Quebec.	

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, JUNE, 1913

Monday, June 9.

- 9.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 5.30 P. M. History.

Tuesday, June 10.

- 9.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Greek.
4.00 P. M.— 5.30 P. M. History.

Wednesday, June 11.

- 9.30 A. M.—11.30 A. M. English, Reading.
2.00 P. M.— 4.00 P. M. Chemistry.
4.00 P. M.— 5.30 P. M. French—minor.

Thursday, June 12.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 4.00 P. M. Algebra.
4.00 P. M.— 5.30 P. M. Zoölogy, or Music.

Friday, June 13.

- 9.30 A. M.—12.30 P. M. French.
2.00 P. M.— 4.00 P. M. Plane Geometry.
4.00 P. M.— 5.30 P. M. German—minor.

Saturday, June 14.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. Botany.
4.00 P. M.— 5.30 P. M. Solid Geometry or Trigonometry.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1913

Thursday, September 18.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. History.
4.00 P. M.— 6.00 P. M. English, Reading.

Friday, September 19.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 5.00 P. M. French.
4.00 P. M.— 6.00 P. M. History.

Saturday, September 20.

- 8.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Chemistry or Botany.

Monday, September 22.

- 8.30 A. M.—12.30 P. M. Latin.
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 6.00 P. M. Greek.

Tuesday, September 23.

- 4.00 P. M.— 6.00 P. M. Plane Geometry.

Saturday, September 27.

- 9.30 A. M.—11.30 A. M. Algebra.

DEFINITION OF REQUIREMENTS FOR ADMISSION

No candidate is expected to take examinations in all of the following subjects. For tabular statement of entrance requirements, see pages 21 and 22.

ENGLISH (3)

REQUIREMENT FOR 1913 AND 1914.

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence and appreciation.

English Grammar and Composition.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit

to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

1. READING — ONE UNIT.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

(a) The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

(b) Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

(c) Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens's *David Copperfield* or Dickens's *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

(d) Bunyan's *Pilgrim's Progress*, Part I; The *Sir Roger de Coverley Papers* in *The Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

* Each unit is set off by semicolons.

(e) Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold, Canto IV*, and *Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*; Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

2. STUDY—TWO UNITS.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro, Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

REQUIREMENT FOR 1915-1919.

1. READING.

GROUP I—CLASSICS IN TRANSLATION. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; the *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

GROUP II—SHAKESPEARE. *Midsummer Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar**; *Macbeth**; *Hamlet**.

* If not chosen for study under 2.

GROUP III — PROSE FICTION. Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress, Part I*; Swift's *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe, Part I*; Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's Novels; any one of Jane Austen's Novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; any one of Dickens's Novels; any one of Thackeray's Novels; any one of George Eliot's Novels; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's Schooldays*; Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; any one of Cooper's Novels; Poe's *Selected Tales*; Hawthorne's *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of *Short Stories* by various standard writers.

GROUP IV — ESSAYS, BIOGRAPHY, ETC. Addison and Steele's *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; Selections from Irving's *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey's *Life of Nelson*; Selections from Lamb's *Essays of Elia* (about 100 pages); Selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's Lectures on *Swift*, *Addison*, and *Steele* in the *English Humourists*; any one of Macaulay's Essays on *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, or *Madame d'Arblay*; Selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies* or *Selections* (about 150 pages); Dana's *Two Years before the Mast*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail*; Thoreau's *Walden*; Lowell's *Selected Essays* (about 150 pages); Holmes's *The Autocrat of the Breakfast Table*; Stevenson's *An Inland Voyage* and *Travels with a Donkey*; Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

GROUP V — POETRY. Palgrave's *Golden Treasury (First Series)*, *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury (First Series)*, *Book IV**, with special attention to Wordsworth, Keats, and Shelley; Goldsmith's *The Traveller* and *The Deserted Village*; Pope's *The Rape of the Lock*; a collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick* and

* If not chosen for study under 2.

Grahame, *Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron's *Childe Harold*, *Canto III* or *IV*, and *The Prisoner of Chillon*; Scott's *The Lady of the Lake*, or *Marmion*; Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*"—*Instans Tyrannus*; Arnold's *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

2. STUDY.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I—DRAMA. Shakespeare's *Julius Cæsar*, *Macbeth*, *Hamlet*.

GROUP II—POETRY. Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, and *The Holy Grail*; the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

GROUP III—ORATORY. Burke's *Speech on Conciliation with America*; Macaulay's *Two Speeches on Copyright* and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

GROUP IV—ESSAYS. Carlyle's *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

Examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen in accordance with the plan described earlier, from the lists headed *reading*; and it may include also questions upon grammar and the simpler principles of

rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of boys and girls. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from her personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The tests on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). One unit.

MEDIEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. One unit.

ENGLISH HISTORY. One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4)

I. Amount and Range of the Reading Required.

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less in amount than Cæsar (*Gallic War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Scope of the Examinations.

(1) *Translation at Sight*.—Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading*.—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Æneid* I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition*.—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that

the student has to do. No translation, however, should be a mechanical metaphor. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As a tentative assignment of values, N R 1, N R 2, N R 4, and N R 5 are counted as one unit each, N R 3 as two units, and N R 6 as one-half unit; but N R 3 has no assigned value unless offered alone, N R 1, N R 2, and N R 6 have no assigned values unless offered with N R 4 or N R 5, and in no case is the total requirement to be counted as more than four units.

It is understood that this assignment of values will be reconsidered after the requirements have had a year or two of trial.

- NR 1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
- NR 2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).
- NR 3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War, I-IV*), selected by the schools from Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
- NR 4. Cicero (orations for the *Manilian Law* and for *Archias*) and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
- NR 5. Vergil (*Æneid, I, II*, and either *IV* or *VI*, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
- NR 6. Advanced Prose Composition.

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

XENOPHON.

The first four books of the *Anabasis*.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3)

abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédollière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Legouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mairét's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siècle de Paris*, Verne's Stories.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

THE WORK TO BE DONE.—This should comprise, in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practise in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's

L'Avare and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers's *L'expédition de Bonaparte en Égypte*, Vigny's *La canne de jonc*.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practise of translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi* and *Anfang*

und Ende; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der Zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Wiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der Zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfilment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such works as the following: Ebner-Echenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolph's Page*; Moser's *Der Bibliothekar*; Mosher's *Wilkommen in Deutschland*; Riehl's *Novellen*—for

example, *Burg Neidek*, *Der Fluch der Schönheit*, *Der Stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of every-day life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practice in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A collection of easy short stories and lyrics, carefully graded; Perez Escrich, *Fortuna*; Ramos Carrión and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcón, *El Capitán Veneno*; the selected short stories of Pedro de Alarcón or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

MATHEMATICS (2½)

ALGEBRA.

i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for three years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS * (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY † (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

* The requirement in Physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY* (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.—Attention should be centred upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferæ, Rosacæ, Leguminosæ, Umbelliferæ, Labiata, Compositæ, Solanaceæ, Salicaceæ, Cupuliferæ, Lillacæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a protophyte (*Sphaerella*).

* For a more detailed statement of the requirement in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

PHYSIOLOGY.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

ECOLOGY.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC* (1)

a. *Musical Appreciation.*

- (1) A general knowledge of the principal musical forms—song, classic dance, fugue, sonata (all movements), symphony—and of their historical development.
- (2) A general knowledge of the lives and environment of at least ten composers, including Bach, Mozart, Beethoven, Schubert, Chopin, and five of the following: Purcell, Handel, Gluck, Haydn, Cherubini, Weber, Rossini, Clinka, Mendelssohn, Schumann, Wagner, Verdi.

* The requirement in Music is based on the report of a joint committee representing the Eastern Educational Music Conference and the New England Education League.

(3) Familiarity with certain designated works. The works set for 1913 are:

Bach:	Prelude I and Fugue I, <i>The Well-Tempered Clavichord</i> . Gavotte, <i>Sixth Violoncello Suite</i> .
Handel:	Air with Variations, <i>The Harmonious Blacksmith</i> .
Haydn:	Largo from String Quartet (op. 74, No. 3).
Mozart:	Overture, <i>The Magic Flute</i> . Symphony in G Minor (entire).
Beethoven:	<i>Sonate Pathétique</i> (op. 13, entire). Larghetto from Second Symphony. Allegro con Brio from Fifth Symphony.
Weber:	Overture, <i>Der Freischütz</i> .
Schubert:	Moment Musical in F Minor (op. 94, No. 3). Song, <i>The Erl-King</i> . Song, <i>Hark, Hark, the Lark</i> .
Mendelssohn:	Scherzo, <i>Midsummer Night's Dream</i> . <i>Spinning Song</i> (op. 67, No. 4).
Chopin:	Polonaise (op. 40, No. 1). Nocturne (op. 37, No. 2).
Schumann:	<i>Aufschwung</i> (op. 12, No. 2). Song, <i>Im Wunderschönen Monat Mai</i> .
Wagner:	Overture, <i>Tannhäuser</i> . Siegfried's <i>Funeral March</i> , <i>Götterdämmerung</i> .

A written examination will be given to cover parts (1) and (2). In the test given to cover (3), the candidate will be expected to identify characteristic portions of the works set, when played by the examiner; and to give intelligent information concerning the form and character of the works themselves. The test will not require ability to perform, or to read from printed music.

b. *Harmony.*

The examination in Harmony will consist only of a written test; there will be no test in performance. The candidate should have acquired:

- (1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass. These melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly related keys.
- (2) Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords (including augmented chords).
(Students are encouraged to apply this knowledge in their harmonization).

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals, and staff-notation, including the terms and expression-marks in common use.

c. *Counterpoint.*

The examination in Counterpoint will consist only of a written test; there will be no test in performance. The candidate should have had training in pianoforte-playing sufficient to enable her to render the Two-Part inventions of Bach. The work should consist principally of written exercises on given or invented themes, as follows:

Chorals and melodies harmonized, with use of passing and ornamental tones; the several orders of Counterpoint in two, three and four voices, with and without *cantus firmus*; elementary practice in Double Counterpoint; Imitative Counterpoint in the style of the simpler Two-Part and Three-Part Inventions and Choral Preludes of Bach; general analytical study of contrapuntal compositions of larger scope, including detailed analysis (both as to harmonic scheme and as to contrapuntal treatment) of not less than ten pages from at least four fugues of Bach's Well-Tempered Clavichord.

There should be some practice with the C clef in reading and in writing. Familiarity with the alto and tenor clefs is especially desirable.

d. *Pianoforte.*

e. *Voice.*

f. *Violin.*

A knowledge of the rudiments of music, scales, intervals and staff-notation, including the terms and expression-marks, in common use; the ability to analyse the harmony and form of hymn-tunes and simplest pieces for the pianoforte, involving triads and the dominant seventh chord and their inversions, passing tones, and modulation to nearly related keys; the ability to harmonize, on paper, in four vocal parts, melodic fragments involving the use of triads and the dominant seventh chord and their inversions, in major keys.

In addition to the written examination there will be a test in performance.

EXPENSES

The charge for tuition for one year to all students is \$150 00
 From this there is no deduction in case of withdrawal.

The charge for board and residence for one year varies from . . . { 350 00
 to
 According to the size and situation of the room or rooms occupied by the student. { 500 00

Board in the Christmas vacation is charged extra per week 7 00

Dinner and luncheon to non-resident students for one year 100 00

For chemicals and breakage in the laboratories 15 00

Drawing or Painting for special students in art for one year 100 00

Drawing or Painting for students in the regular college course 50 00

Piano lessons and daily use of instrument for one year 100 00

Organ lessons and daily use of instrument for one year 100 00

Fee for the degree of Bachelor of Arts 15 00

Fee for the degree of Master of Arts 25 00

Certificate Fee 5 00

Gymnasium Fee per semester 1 00

One-half of the annual fees for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence, and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before July 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in cases of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

From February 1st to March 1st, applications for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

LATE REGISTRATION.—Registration at a later date than mentioned in the academic calendar is permitted only to students who show good cause for the delay, and these are required to pay a fee of one dollar for each day's delinquency. A fee of one dollar a day is also charged for tardiness in returning to the College after the Christmas or Easter holidays.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full College course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnae, Roxbury, founded in 1901 by the Notre Dame Alumnae; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only, to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnæ, Lowell, founded in 1905 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia, and subject to its nomination.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnae, Reading, Ohio; open to a graduate of Mount Notre Dame.

An endowment of ten thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of five thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics and History.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

EXAMINATIONS IN COURSE.—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95–100 per cent; B, 85–95 per cent; C, 75–85 per cent; and D, 65–75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.).

Every candidate for the A. B. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

LATIN.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

German. French. Spanish.
Mathematics. History. Art.

JUNIOR YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

LATIN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

German. French. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

GREEK.

CHURCH HISTORY.

LATIN.

German. French.
English. Spanish. Science.
Mathematics. History.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

GERMAN.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.

ELECTIVES:

Greek. French. Spanish.
Mathematics. History. Art.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

GERMAN.

PHILOSOPHY.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. French. Spanish.
Science. History. Mathematics.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Ethics.

Greek. French.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

PHILOSOPHY.

SCIENCE.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. German. Spanish.
Mathematics. History. Art.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

ELECTIVES:

The Church in the Middle Ages.

Greek. German. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

FRENCH.

Greek. German.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

PHILOSOPHY.

Ethics.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

ENGLISH.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

Rhetoric and Composition.
Literature.
Philology.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. German.

French. Spanish.

SCIENCE.

History. Mathematics. Art.

JUNIOR YEAR

RELIGION.

LATIN.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

SACRED SCRIPTURE.

ELECTIVES:

Greek. German.

French. Spanish.

CHURCH HISTORY.

The Church in the Middle Ages.

History. Mathematics. Science.
Philosophy. Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

ENGLISH.

Greek. German.

French. Spanish. Science.

Mathematics. History.

PHILOSOPHY.

Ethics.

Philosophy. Education. Art.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

CHURCH HISTORY.

FRENCH.

The Church in the Græco-Roman
World.

SCIENCE.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

ELECTIVES:

Rhetoric and Composition.
Literature.

Greek. Latin. Spanish.
Mathematics. History. Art.

JUNIOR YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. Latin. Spanish.
History. Mathematics.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

GERMAN.

CHURCH HISTORY.

FRENCH.

PHILOSOPHY.

Ethics.

Greek. Latin.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education. Art.

ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

GERMAN.

ELECTIVES:

Greek. Latin.
French. Spanish.
Mathematics. History. Art.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

GERMAN.

ELECTIVES:

Greek. Latin.
French. Spanish.
Mathematics. History.
Science. Philosophy.
Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

GERMAN.

Greek. Latin.
French. Spanish. Science.
Mathematics. History.
Philosophy. Education. Art.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

FRENCH.

ELECTIVES:

Greek. Latin.

German. Spanish. Art.

Mathematics. History.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

FRENCH.

ELECTIVES:

Greek. Latin.

German. Spanish.

Mathematics. History.

Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

FRENCH.

Greek. Latin.

German. Spanish. Science.

Mathematics. History.

Philosophy. Education. Art.

HISTORY AND THE POLITICAL SCIENCES

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Mediaeval History.

POLITICAL SCIENCE.

Elements of Political Science.

ELECTIVES:

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Spanish. Mathematics.

SCIENCE.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Modern History.

POLITICAL SCIENCE.

Development of Parliamentary Gov-
ernment.

Comparative Study of Modern Gov-
ernments.

ELECTIVES:

Constitutional History of the United
States.

History of the Foreign Relations of
the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Spanish. Science. Philosophy.

Education. Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

HISTORY.

POLITICAL SCIENCE.

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education. Art.

COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

COURSE A.

APOLOGETICS. — Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.

COURSE B.

GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.

COURSE C.

SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.

COURSE D.

RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schanz's *Christian Apology* are recommended for collateral reading.

SACRED SCRIPTURE

COURSE A.

Original Languages of Sacred Scripture classified and described; History of the Original Texts; of the Principal Ancient Versions, the Septuagint, Old Itala, and the Latin Vulgate; Manuscripts, Printed Texts and Principal Editions.

History of the Latin Vulgate in the Council of Trent; Interpretation of the Decree "Insuper."

History of the English Versions, especially of the Catholic Douay Edition.

COURSE B.

THE THREEFOLD AUTHORITY OF SACRED SCRIPTURE.

1. *Human* Authority of Scripture: General Introduction; History of the Human Origin and of the Human Authority of the Gospels in General; Apostolic Authorship, Preservation of the Texts and Reliability of the Four Gospels in General. In Particular:

Authorship, Place and Date of Composition, Purpose, Language, Peculiarities, General Plan, and Analysis of St. Matthew's Gospel.

Life, Character, and Writings of St. John: The Johannine Authorship, Occasion, Purpose, Peculiarities, General Plan, and Analysis of the Fourth Gospel.

Life, Character, and Writings of St. Paul: Authorship, Place, and Date of Composition, Purpose, Peculiarities, General Plan, and Analysis of the principal Epistles of St. Paul.

COURSE C.

2. *Divine* Authority of Scripture: Scripture Divine in Contents and in Source; Revelation and Inspiration. Criteria, Existence, Nature, Extent, and Effects of Inspiration explained and established.

COURSE D.

3. *Canonical or Ecclesiastical Authority of Scripture: Inspiration and Canonicity, how related.*

Canon of Scripture defined; Canonical, Protocanonical, Deuterocanonical, and Apocryphal Books.

Palestinian and Alexandrian Canons of the Old Testament; How related; Catholic Canon established.

COURSE E.

THE INTERPRETATION OF SACRED SCRIPTURE:

Hermeneutics: Definition and Divisions; Rational, Christian, and Catholic Principles of Interpreting Sacred Scripture explained and established.

The Decree of Trent as to "the Sense of the Church and the Consent of the Fathers," explained and established.

The Catholic Rule of Faith explained and vindicated.

Biblical Rationalism in general exposed and refuted; Revelation; Mysteries; Miracles; Prophecy established; Rationalistic Principles of Interpreting Sacred Scripture explained and refuted.

COURSE F.

General Introduction to the Old Testament: Special Introduction: Authorship, Date of Composition, Purpose, Plan, Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books; Poetry of the Bible; Book of Job; Psalms.

Nature and Importance of Old Testament Prophecy; Supernatural in Origin.

Messianic Prophecies: Peculiarities; Value established; The Messiah; Family, Time and Place of Birth, Life, Character, Sufferings, Death and Burial of the Messiah prophesied and fulfilled.

Prescribed for Freshmen, Sophomores, and Juniors.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

COURSE A.

GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.—In this course preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

COURSE B.

1. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29–312).—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

2. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of

the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

COURSE C.

1. THE CHURCH IN THE MIDDLE AGES (A. D. 476-800).—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

2. (A. D. 800-1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

3. (A. D. 1303-1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.

COURSE D.

1. (A. D. 1517-1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.

2. (A. D. 1648-1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.

3. (A. D. 1789-1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors.

PHILOSOPHY

COURSE A.—LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Two hours a week for a year.

Prescribed for Freshmen.

COURSE B.—BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

Three hours a week for one semester.

Prescribed for those who can not follow Course A.

COURSE C.—INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its history, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

Two hours a week for one semester.

Prescribed for Sophomores.

COURSE D.—PSYCHOLOGY.

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin, and destiny.

Three hours a week for one semester.

Prescribed for Sophomores and Juniors in alternate years.

COURSE E.—ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

Three hours a week for one semester.

Prescribed for Seniors.

COURSE F.—HISTORY OF PHILOSOPHY.

1. ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.

2. MEDIÆVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.

3. MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy.

Two hours a week for a year.

Open to Juniors and Seniors.

COURSE G.—LECTURES AND SEMINARS IN PHILOSOPHY.

1. Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism.

2. Critical study of philosophical essays selected from current numbers of leading reviews and magazines.

Two hours a week for one semester.

Open to Seniors.

EDUCATION

COURSE A.—HISTORY, ANCIENT AND MEDIÆVAL.

1. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.

2. Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.

3. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

First semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE B.—HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Second semester, two hours weekly.

Elective for Seniors and Juniors.

COURSE C.—THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

First semester, two hours weekly.

Elective for Juniors.

COURSE D.—THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Second semester, two hours weekly.

Elective for Juniors.

COURSE E.—THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church. Lectures and conferences.

First semester, three hours weekly.

Elective for Seniors.

COURSE F.—GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Second semester, two hours weekly.

Elective for Seniors.

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Course D (Psychology) and Course E (Ethics) of the Department of Philosophy. In connection with Courses E and F of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

GREEK

COURSE A.

Grammar. Exercises in writing Greek. Xenophon, *Anabasis*.
General Introduction to the study of Greek. *Five hours weekly.*

Open to students who did not present Greek at entrance.

COURSE B.

Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition. *Five hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE C.

New Testament Greek. Selections from the Christian writers. *Three hours weekly.*

Open to students who have finished Course A, or who presented minor Greek at entrance.

COURSE D.

Homer, *Odyssey*. Plato, *Apology* and *Crito*. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities. The Philosophy of Plato. *Three hours weekly.*

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE E.

Lysias, *Oration*s, VII, IX, XII, XVI, XXIV, and XXXII. Lucian, *Selected Dialogues*. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts. *Three hours weekly.*

Open to students who have finished Course B, or who presented major Greek at entrance.

COURSE F.

Euripides, *Medea*, *Alcestis*, and *Hecuba*. Prose Composition. Lectures—The Rise and Development of Tragedy. *Three hours weekly.*

Prescribed for Sophomores in the Greek Groups.

COURSE G.

Iambic, elegiac and melic poets.

Lectures—The Elegy. The Dorian and Æolian Schools. *Three hours weekly.*

Elective for Sophomores or Juniors.

COURSE H.

Sophocles, *Antigone* and *Electra*. Aristophanes, *Selections*.
Lectures—The Attic Comedy. *Three hours weekly.*
Open to Juniors in the Greek groups.

COURSE I.

Plato, *Republic*. The Bucolic Poets. *Two hours weekly.*
Open to Juniors in the Greek groups.

COURSE J.

Aristotle, *Poetics*.—Sophocles, *Œdipus Tyrannus*. Æschylus, *Prometheus Vinctus* and *Seven Against Thebes*.
Lectures—Ruins and Excavations of Greece. Athenian Art.
Three hours weekly.
Open to Seniors who have finished the requirements of the Greek groups.

COURSE K.

Pindar, *Selected Odes*. General review of Greek literature.
Second semester, two hours weekly.
Open to Seniors who have finished the requirements of the Greek groups.

COURSE L.

Greek Syntax. *One hour weekly.*
Open to Seniors who have finished the requirements of the Greek groups.

COURSE M.

Greek History from original sources. *One hour weekly.*
Open to all students in Greek except Freshmen.

COURSE N.

Greek Myths. *One hour weekly.*
Open to all students except Freshmen.

COURSE O.

In 1913-1914 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.

This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required. *Five hours weekly.*

For Graduates.

LATIN

COURSE A.

Livy, *Book I.* Horace, *Odes* and *Epodes.* Prose composition.

Four hours weekly.

Prescribed for Freshmen.

COURSE B.

Sight Reading.

One hour weekly.

Open to Freshmen.

COURSE C.

Cicero, *Letters.* Horace, *Satires* and *Epistles.* Prose composition.

Three hours weekly.

Prescribed for Sophomores in the Latin groups.

COURSE D.

Tacitus, *Germania* and *Agricola.* Ovid, *Selections.*

Two hours weekly.

Open to Sophomores.

COURSE E.

Sight Reading.

One hour weekly.

Open to Sophomores.

COURSE F.

History of Latin Literature. Reading of representative selections.

Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE G.

Pliny, *Selected Letters.* Juvenal, *Satires.* Martial, *Epigrams.*

Two hours weekly.

Prescribed for Juniors in the Latin groups.

COURSE H.

Sight Reading.

One hour weekly.

Open to Juniors.

COURSE I.

Prose composition.

One hour weekly.

Open to Juniors.

COURSE J.

Plautus, *Three Plays*. Lucretius, *Books I and V*.

Two hours weekly.

Open to Seniors.

COURSE K.

Suetonius, *Selected Lives*. Tacitus, *Histories*.

Two hours weekly.

Open to Seniors.

COURSE L.

Seneca, *Moral Essays*. Selections from Christian Fathers.

Two hours weekly.

Open to Seniors.

COURSE M.

Ovid, *Fasti*. Vergil, *Books VII-XII*. *Two hours weekly.*

Open to Seniors.

COURSE N.

Sight Reading.

One hour weekly.

Open to Seniors.

COURSE O.

Advanced Prose Composition.

One hour weekly.

Open to Seniors.

COURSE P.

Introduction to Palæography.

One hour weekly.

Open to Seniors.

GRADUATE COURSES

COURSE Q.

Advanced work in Palæography. Practice in emendation of the text of Plautus.

Three hours weekly.

COURSE R.*

Epigraphy. Introduction to the historical and linguistic material furnished by the *Corpus Inscriptionum Latinarum*.
Two hours weekly.

COURSE S.

Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome.
Two hours weekly.

COURSE T.

Historical Grammar. History of the sounds and inflections of the Latin language.
Two hours weekly.

COURSE U.

Special study of the stylistic peculiarities of a selected author. In 1912-1913 the author was Tacitus.
Five hours weekly.

GERMAN

COURSE A.

Grammar. Readings and selected lyrics with practice in writing and speaking German.
Five hours weekly.
Open to students who did not present German at entrance.

COURSE B.

Grammar. Prose composition. Reading. Conversation.
First semester, five hours weekly.
Open to students who presented minor requirements in German.

COURSE C.

Grammar. Prose composition. Modern and classical prose and verse.
Second semester, five hours weekly.
Open to students who completed Course B or equivalent.

* Will not be given before 1915.

COURSE D.

Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who presented major requirements in German.

COURSE E.

Rapid reading and translation. *Two hours weekly.*

Open to students who completed Course A or equivalent.

COURSE F.

The German Drama. Special study of representative dramas. Prose composition. Recitations, lectures, collateral reading.

Three hours weekly.

Open to students who completed Course C or D.

COURSE G.

Scientific German. Readings in current scientific literature.

Three hours weekly.

Primarily for students in the science groups.

COURSE H.

The German Novel. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who completed Course F.

COURSE I.

German conversation. Discussion of current events and assigned topics.

One hour weekly.

Open to all students in German.

COURSE J.

General survey of German Literature. Lectures and collateral reading.

Two hours weekly.

Open to students who completed Course D.

FOR UNDERGRADUATES AND GRADUATES

COURSE K.

German Epic Poetry. Recitations, lectures, and collateral reading. *Three hours weekly.*

COURSE L.

Advanced composition. Narration. Description. Character interpretation. *One hour weekly.*

COURSE M.

History of German Culture from the close of the Thirty Years' War to the death of Frederick the Great.

First semester, two hours weekly.

COURSE N.

History of German Culture from the French Revolution to the close of the Wars of the Liberation.

Second semester, two hours weekly.

COURSE O.

Goethe: a study of his life and works. *Three hours weekly.*

COURSE P.

German literature in the first half of the nineteenth century. Recitations, lectures, and collateral reading.

Three hours weekly.

COURSE Q.

Middle High German. Grammar and reading of Middle High German texts.

Three hours weekly.

COURSE R.

Germanic Mythology and Antiquities.

One hour weekly.

COURSE S.

German Lyric Poetry since the time of Goethe.

Two hours weekly.

COURSE T.

Middle High German (second year course). Critical study of the court epics and the Minnesingers.

Two hours weekly.

COURSE U.*

Old High German. Braune, *Althochdeutsches Lesebuch*.
Two hours weekly.

COURSE V.*

History of the German language. *One hour weekly.*

COURSE W.

Seminar in German literature. *Two hours weekly.*

COURSE X.*

German Literary Criticism. *One hour weekly.*

FRENCH

COURSE A.

Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Five hours weekly.

Open to students who did not present French.

COURSE B.

Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

First semester, five hours weekly.

Open to students who presented minor requirements in French.

COURSE C.

Special course in Grammar. Composition and reading.

Second semester, five hours weekly.

Open to students who have completed Course B.

COURSE D.

Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

Three hours weekly.

Open to students who presented major requirements in French.

* Not given in 1913-'14.

COURSE E.

Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have completed Course D.

COURSE F.

Original prose: description and narration.

One hour weekly.

Open to students who have completed Course E.

COURSE G.

Advanced French conversation. Talks on assigned readings. Discussion of current topics.

One hour weekly.

Open to students with permission of the Professor.

COURSE H.

The History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period.

Two hours weekly.

Prescribed for students who have completed Course E.

COURSE I.

Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries.

One hour weekly.

Open to students who have completed Course E or H.

COURSE I¹.

The French Novel. Lectures and collateral reading. Open to students who have completed Course E.

One hour weekly.

COURSE J.

Romanticism. Its sources and its representatives.

One hour weekly.

Open to students who have completed Course E or H.

COURSE K.

French Epic Poetry with special study of Victor Hugo and Lamartine.

One hour weekly.

Open to students who have completed Course H.

COURSE L.

Lyric Poetry with introduction to French versification.

Second semester, one hour weekly.

Open to students who have completed Courses H and K.

COURSE M.

A rapid review of French literature dealing only with writers of first importance.

One hour weekly.

Open to all students with permission of the Professor.

COURSE N.

Special course in pronunciation and elocution.

One hour weekly.

Open to all students with permission of the Professor.

COURSE O.

Philology. Phonology. Morphology. Old French.

Second semester, one hour weekly.

Open to Seniors who have completed course H.

COURSE P.

Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.

One hour weekly.

Open to Juniors and Seniors with the permission of the Professor.

COURSE Q.

A short course. Reading, prose composition, and conversation.

Two hours weekly.

Open to Juniors and Seniors.

COURSE R.

Scientific French. Readings in scientific literature.

One hour weekly.

GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

COURSE S.

The French Novel from J. J. Rousseau to René Bazin.

Two hours weekly.

Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand, The English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.

COURSE T.

Literary criticism in France since the seventeenth century.

Special study of the Querelle des Anciens et des Modernes, Saint Beuve, Victor Cousin, Taine, Brunetière, and Faguet.

Two hours weekly.

COURSE U.

Literature of the French Salons; with a special study of the literary women of the seventeenth century.

Two hours weekly.

COURSE V.

Parallel between Corneille and Racine, with a careful study of three tragedies of each.

Three hours weekly.

COURSE W.

Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force and ease, the results of thinking connectedly in French.

Three hours weekly.

COURSE X.

The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée.

Three hours weekly.

SPANISH

COURSE A, B.

Elementary Course. Grammar, reading, composition.

COURSE C, D.

General Introduction to Spanish Literature. Grammar, reading, composition.

Prerequisite: Course A, B.

COURSE E.

Spanish Conversation.

ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature.

Three hours weekly.

Prescribed for Freshmen.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Towards the end of the course the oral composition takes the form of class debates.

Two hours weekly.

Prescribed for Sophomores.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

Three hours for one semester.

4. Versification. Lectures on English verse from a structural and from an aesthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.

Second semester, two hours weekly.

Prescribed for students making English a major.

5. Advanced Composition.

First semester, two hours weekly.

Open to Seniors and Juniors not taking any other composition course.

6. Prose Composition. This course is designed to meet the individual needs of students.

Second semester, one hour weekly.

7. Short Story Writing. Critical study of methods used in recent fiction. Weekly themes. One short story each month.

One hour weekly.

Open to Seniors.

8. Chaucer, Spenser, etc. A study of the chief portions of Chaucer's work with attention to the sources of the tales, their language and grammar. A brief survey of the authors between Chaucer and Spenser, with an introduction to the poetry of the latter.

First semester, two hours weekly.

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare.

First semester, one hour weekly.

Open to Sophomores.

10. Shakespeare. Life and works. .A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art.

Second semester, two hours weekly.

Open to Sophomores.

11. Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems.

Second semester, one hour weekly.

Open to Sophomores.

12. English Letter-writers. A study of the great letter-writers of the eighteenth and nineteenth centuries.

Second semester, one hour weekly.

Open to Sophomores.

13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of these authors are studied, as well as the historical background.

First semester, two hours weekly.

Open to Juniors.

14. The Early Novel. Lectures on the English novel from Defoe to Scott. Special study of Jane Austen.

First semester, one hour weekly.

Open to Juniors.

15. Nineteenth Century Poetry. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. Robert Browning and Elizabeth Barrett Browning. The Oxford Movement. The Celtic Revival. One poet is chosen for special study in each semester. In 1913-1914 these will be Wordsworth and Browning.

Two hours weekly.

Prescribed for Juniors.

16. Seminar in Recent Literature.

Second semester, one hour weekly.

Open to Juniors.

17. Special study of some nineteenth century author or authors. Stevenson was studied in 1913.

Second semester, one hour weekly.

Open to Juniors.

18. Tennyson. Lectures on his life and art, with special attention to his development as a literary artist. The principal poems are read, and all the minor ones that illustrate this development.

First semester, two hours weekly.

Open to Seniors.

19. Prose Fiction. Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least three novels by each of the authors named above. They are advised to take English 14 in their Junior year.

Two hours weekly.

Open to Seniors.

20. Nineteenth Century Prose, exclusive of fiction. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Cardinal Newman. One book is studied critically in each semester. In 1912-1913 these were *Sartor Resartus* and *The Idea of a University*. Towards the end of the course each member of the class is assigned a subject for individual study. Direction is given in the collation and arrangement of material. Reports of reading, short appreciations, and one long essay.

Two hours weekly.

Open to Seniors.

21. History of American Literature. The Colonial, Revolutionary, and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

Two hours weekly.

Open to all students.

22. Dante as an Influence in English Literature. *The Divine Comedy* is read, and Dante's influence on English authors is traced.

Second semester, two hours weekly.

Open to Seniors.

23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

Two hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed the major requirements in English.

24. History of the English Language. An historical survey of the English language, including lectures on English vocabulary. Special attention to etymology.

First semester, one hour weekly.

Open to Juniors.

25. Old English prose and verse. An introductory course in Old English grammar and literature. Bright, *Anglo-Saxon Reader*.

Two hours weekly.

Open to Sophomores.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied. *Beowulf* and the *Christ* were read in 1912-1913.

Two hours weekly.

Primarily for graduates, but open to undergraduates who have completed English 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

HISTORY AND THE POLITICAL SCIENCES

The object of the course in History is threefold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

COURSE A.

MEDIAEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

Two hours weekly.

Open to Freshmen.*

COURSE B.

MODERN EUROPEAN HISTORY TO THE CLOSE OF THE EIGHTEENTH CENTURY.—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the Era of Religious Revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England; the French Revolution.

Open to Sophomores.

Three hours weekly.

*Course A is prerequisite to later elections, if such elections are to be recognized major work in history.

COURSE C.

THE FRENCH REVOLUTION.—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations, with detailed study of the French Revolution.

First semester, three hours weekly.

Open to Juniors.

COURSE CC.

THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in its French and European aspects.

Second semester, three hours weekly.

Open to Juniors.

COURSE D.

POLITICAL HISTORY OF ENGLAND.—This course covers the mediæval and modern periods of English history. The political, social and industrial conditions in relation to race development receive special attention.

Three hours weekly.

Open to Sophomores.

COURSE E.

AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American History from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

Three hours weekly.

Open to Juniors.

COURSE F.

HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey, and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

Two hours weekly.

Open to Seniors.

COURSE G.

IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the art, literature and music of the Irish people, and to the political, social and industrial problems of the nineteenth century.

Two hours weekly.

Open to Seniors and Juniors.

COURSE H.

AMERICAN COLONIAL HISTORY.—This course deals with the foundation and development of the Colonies: their influence on European history; their struggles for the land; the introduction of slavery; and the separation from British rule.

Two hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE I.

THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the West.

Two hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE J.

ELEMENTS OF POLITICS.—This course outlines the field of study of Political Science, analyses the notions of state, government, constitution, and traces out the formation of some of the principal ancient and modern states.

Three hours weekly.

Open to Sophomores, Juniors and Seniors.

COURSE K.

NATURE AND STRUCTURE OF POLITICAL SOCIETY.—A study of the evolution of Political Society in ancient and modern times, and a discussion of theories of society and government that have exerted an influence on social development.

Three hours weekly.

Open to Seniors.

COURSE L.

DEVELOPMENT OF PARLIAMENTARY GOVERNMENT.—A study of the rise and the development through successive centuries of the system of Parliamentary Government in England.

Three hours weekly.

Open to Seniors.

COURSE M.

COMPARATIVE STUDY OF MODERN GOVERNMENTS.—This course embraces an analysis of the problems of self-government, and a comparative study of the existing systems of government in the principal modern states.

Three hours weekly.

Open to Seniors.

COURSE N.

1. BIBLIOGRAPHY.—Study of general historical bibliographies.

2. HISTORICAL CONSTRUCTION.—Nature and treatment of historical material.

One hour weekly.

Open to Seniors.

COURSE O.

ELEMENTS OF ECONOMICS.—Study of the general principles of economics as formulated in the smaller works of Walker and of Marshall. Money and distribution.

Open to Juniors and Seniors.

One hour weekly.

COURSE P.

ECONOMIC HISTORY.—A brief survey of the economic element in general history. Thorough study of the economic phenomena in English and American history.

Open to Juniors and Seniors.

One hour weekly.

COURSE Q.

MODERN ECONOMIC PROBLEMS.—A study of the chief economic problems that confront modern society, and an analysis of the movements for social reform that represent attempts to solve these problems.

One hour weekly.

Open to Seniors.

COURSE R.

ELEMENTS OF SOCIOLOGY.—The purpose of this course is to develop the power of observation and classification of social phenomena and to acquaint the student with the more important processes in social life.

One hour weekly.

Open to Sophomores.

COURSE S.

ADVANCED SOCIOLOGY.—Special social problems investigated with particular reference to present social conditions. The work is based on the previous elementary course and is open to those students only who have taken that course.

Open to Seniors.

One hour weekly.

MATHEMATICS

COURSE A.

SOLID GEOMETRY.—Demonstrations of propositions; application of principles to numerical examples.

One semester, three hours weekly.

COURSE B.

TRIGONOMETRY.—Plane and Spherical.—Trigonometric analysis; solution of triangles; application of principles to problems; goniometry; Napier's Rules; Napier's Analogies; Gauss' Formulæ; applications.

One semester, three hours weekly.

COURSE C.

ADVANCED ALGEBRA.—Binomial theorem; indeterminate equations; undetermined coefficients; exponential theorem; logarithms.

One semester, three hours weekly.

COURSE D.

ANALYTIC GEOMETRY.—Equations and properties of the point, right line, circle, parabola, ellipse, and hyperbola.

One semester, three hours weekly.

COURSE E.

CALCULUS, DIFFERENTIAL AND INTEGRAL.—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

Two semesters, three hours weekly.

Open to students who have taken Courses B, C, and D.

COURSE F.

THEORY OF EQUATIONS AND DETERMINANTS.—General properties of Equations; symmetric functions; Cardan's solution; Ferrari's solution; Sturm's functions; Horner's method of solving numerical equations. Properties of Determinants; Determinants of special form; Matrices.

One semester, three hours weekly.

Open to students who have taken Courses B and C.

COURSE G.

CALCULUS, ADVANCED.—More detailed study of the principles of Differentiation and Integration. Partial Differentiation, Maxima and Minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. Differential Equations.

One semester, three hours weekly.

Open to students who have taken Course E.

COURSE H.

ANALYTIC GEOMETRY, ADVANCED.—A more detailed study of the Conic Sections. Higher Plane Curves. Analytic Geometry of Three Dimensions.

One year, two hours weekly.

Open to students who have taken Courses C and D.

COURSE I.

HISTORY OF MATHEMATICS.

One year, one hour weekly.

Open to students who have taken Course E.

COURSE J.

ANALYTICAL MECHANICS.—Special attention is paid to the mathematical theory of Mechanics.

One semester, three hours weekly.

Open to students who have taken Courses E and H.

COURSE K.

TEACHERS' COURSE.—A critical review of Algebra and Geometry with a view to modern methods of teaching.

Two semesters, two hours weekly.

Open to Seniors who have taken Courses A, B, C, D, and E.

PHYSICS

COURSE A.

GENERAL PHYSICS.—Lectures, readings, recitations and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

First semester, five hours weekly.

Sound; Electricity; Magnetism.

Open to Sophomores.

Second semester, five hours weekly.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of Physics is presupposed.

COURSE B.

ADVANCED PHYSICS.—Mechanics; Light.

First semester, five hours weekly.

Theory of heat; Electricity; Magnetism.

Second semester, five hours weekly.

Open to students who have completed Course A.

COURSE C.

WAVE MOTION AND SOUND.

Three hours weekly.

Open to students who have completed Course A.

COURSE D.

ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

Three hours weekly.

Open to students who have completed Course B.

COURSE E.

GENERAL DESCRIPTIVE PHYSICS.

Three hours weekly.

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

COURSE F.

ELECTRICITY.

Three hours weekly.

Open to students who have taken Course A or B.

CHEMISTRY

COURSE A.

INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice. *Five hours weekly.*

Open to Sophomores.

COURSE B.

QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations. *First semester, five hours weekly.*

Open to students who have completed Course A.

COURSE C.

QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. *Second semester, five hours weekly.*

Open to students who have completed Course B.

COURSE D.

ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon. *Five hours weekly.*

Open to students who have completed Course A.

COURSE E.

ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Course A.

COURSE F.

Advanced Laboratory Course: Special Work in Organic Preparations, or Advanced Analytical Chemistry. *One semester, three hours weekly.*

Open to students who have completed Courses A, B, C, and D.

COURSE G.

HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.

One semester, two hours weekly.

Open to students who have completed Course A.

BIOLOGY

GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of the amoeba and other protozoa, saccharomyces, protococcus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organisms; by the study of hydra, obelia, mucor and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine and sunflower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work and field excursions. Special attention is paid to the drawing of objects studied, to the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Other courses will be added as need demands.

Three hours weekly.

Open to Juniors and Seniors.

BOTANY

COURSE A.

General Comparative Morphology and Physiology of Plants. A study of representative plants of various groups, and of the fundamental principles of plant life and relationship.

First semester, five hours weekly.

Special Morphology. Taxonomy and Adaptations of Higher Plants. Study of typical plants representing the more general groups of Angiosperms. Field excursions for the purpose of studying the local flora.

Second semester, five hours weekly.

COURSE B.

Comparative Morphology and Taxonomy of the³¹ Fungi. Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development.

First semester, five hours weekly.

General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.

Second semester, five hours weekly.

Elective for those who have taken Course A.

COURSE C.

Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ. Study of typical genera. Laboratory and field work.

Five hours weekly.

COURSE D.

Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.

Four hours weekly.

COURSE E.

General Physiology. Advanced work on the phenomena of absorption, nutrition, growth, irritability of plants; their reaction to changed surroundings, transformations, and ultimate assimilation of food. Laboratory work and lectures.

Five hours weekly.

COURSE F.

Dendrology. Biological and Taxonomical study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures.

Five hours weekly.

HYGIENE

GENERAL COURSE.

This course is intended to give an outline of the general principles of personal hygiene, domestic hygiene, and sanitary science.

Elective for all first-year students.

ART

GENERAL COURSE.—THE HISTORY OF ART.

Origin and grouping of the arts. Source and characteristics of æsthetic pleasure. Taste. Historic development of the Arts. Decorative and expressive Art. Style. Classification of the Arts. Architecture. Sculpture. Painting. Elementary architectural design.

Elective for Seniors.

COURSE A.

Origin and development of style in Architecture. Architecture as an art. Evolution of styles. Primitive and barbarous Architecture. Historic styles. Place of Architecture in modern culture.

COURSE B.

The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome.

COURSE C.

The historical development of Mediæval Architecture. Beginnings of Christian Art. Rise and development of Gothic styles. Cathedral Architecture in the West and East.

COURSE D.

History of Painting. Special study of the Italian Renaissance. Painting in Germany, Flanders, Holland and Spain. Modern Painting.

Open to all students.

The General Course, Courses A, B, C, and D, are open to all students. Instruction is given by means of lectures, illustrated by blackboard diagrams and representations, photographs, parallels of historic ornament, and lantern projections.

The lectures and seminars of Course D are held in THE O'CONNOR ART GALLERY and THE HOLAHAN SOCIAL HALL OF TRINITY COLLEGE, where a large and carefully chosen collection of paintings and engravings affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ELOCUTION

COURSE A.

Enunciation and Training of the Voice.

This course aims to develop the proper use of the voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

COURSE B.

Training of the body and voice.

This course is a continuation of Course A with more advanced work.

COURSE C.

General Principles of Vocal Expression.

COURSE D.

Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all students.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club,

Le Cercle Français,

The Athletic Association,

The Christ Child Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

COLLEGE DISCIPLINE

The College insists upon regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in college, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz, daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Though a little over a decade of years has passed since the foundation of Trinity College, its growth has been marvelous. To the South Hall and O'Connor Hall, the North Hall has been recently added, thus completing the plan of the main building, and rounding out the massive, well-proportioned structure.

Steady improvement has been made also in the equipment of the College, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that a mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following:

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION
OF THE
FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library or a Chair, or to assist in building a Hall or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living and dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Anna Aloysius Coleman, Pelham Manor, New York.	Greek and Latin Group.
Margaret Louise Dooly, Salt Lake City, Utah.	Greek and German Group.
Blanche Manning Gavin, Quincy, Massachusetts.	Greek and Latin Group.
Marian Alice Gray, St. Louis, Missouri.	Greek and Latin Group.
Eleanor Patricia Griffin, New York City.	Latin and French Group.
Elizabeth Gertrude Lamb, Worcester, Massachusetts.	English and French Group.
Agatha Anna Linahan, New Haven, Connecticut.	English and French Group.
Margaret Mary McDevitt, Lancaster, Pennsylvania.	English and French Group.
Katharine Mary McEnelly, Hopkinton, Massachusetts.	Greek and Latin Group.
Mary Ellen McGorrisk, Des Moines, Iowa.	German and French Group.
Florence Elizabeth McMahon, Worcester, Massachusetts.	Latin and French Group.
Helen Loretto O'Mahoney, Lawrence, Massachusetts.	English and German Group.
Elsie Marie Parsons, Philadelphia, Pennsylvania.	Greek and Latin Group.
Marie Frances Rottermann, Dayton, Ohio.	Latin and German Group.
Florence Marie Rudge, Youngstown, Ohio.	Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

Katharine Mary McEnelly, A. B., Hopkinton, Massachusetts.	Greek and German.
Florence Marie Rudge, A. B., Youngstown, Ohio.	Latin and English.

BACHELOR OF SCIENCE

1905

Marian Alice Gray, A. B.,
St. Louis, Missouri.

Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Ella Josephine Casey, B. L., Smith College,
Lee, Massachusetts. English and French Group.

Marguerite Marie Brosseau,
Chicago, Illinois. English and French Group.

Anna Ellen Burke,
Boston, Massachusetts. Greek and French Group.

Julia Mary Doyle,
Chicago, Illinois. Latin and German Group.

Mary Agnes Feenan,
Salem, Massachusetts. Latin and French Group.

Miriam Barbara Hayes,
New York City. Latin and French Group.

Mary Regis Meehan,
Jamaica Plain, Massachusetts. German and French Group.

Jane Louise MacDonald,
Boston, Massachusetts. Latin and German Group.

Anna O'Brien,
Somers, Montana. Latin and Mathematics Group.

Edna Madeleine O'Crowley,
Newark, New Jersey. English and German Group.

Katharine O'Donahoe,
Omaha, Nebraska. English and German Group.

Helen Brendan Scanlan,
Pawtucket, Rhode Island. Latin and German Group.

Blanche Laura Sullivan,
Cincinnati, Ohio. Greek and German Group.

BACHELOR OF ARTS

1906

Mary Elizabeth Doherty,
Worcester, Massachusetts. German and Mathematics Group.

Mary Agnes Kennedy,
Charlestown, Massachusetts. French and Botany Group.

Sara Treanor O'Neil,
Somerville, Massachusetts. French and English Group.

Josephine Mary Vlymen,
Hempstead, New York. Greek and Latin Group.

Spalding Young,
Lexington, Kentucky. Latin and English Group.

BACHELOR OF LETTERS

1906

Anna Ivan Collins, North Adams, Massachusetts.

BACHELOR OF ARTS

1907

Mary Agnes Bradley, Worcester, Massachusetts.	Chemistry and English Group.
Margaret Cummings, Fall River, Massachusetts.	Chemistry and English Group.
Katharine Mary Doyle, Holyoke, Massachusetts.	History and German Group.
Veronica Eagan, Philadelphia, Pennsylvania.	English and French Group.
Alice Gertrude Feenan, Salem, Massachusetts.	English and French Group.
Mary Joanna Green, Everett, Massachusetts.	English and French Group.
Mary Isabel Higgins, Westerly, Rhode Island.	Latin and German Group.
Cecilia Clare Kelly, Brooklyn, New York.	Latin and French Group.
Elizabeth Rose Kennedy, Amsterdam, New York.	English and German Group.
Helen Gertrude Linehan, Cambridge, Massachusetts.	English and French Group.
Elizabeth Ward Loughran, Warren, Rhode Island.	Greek and Latin Group.
Mary Cecilia McCaffrey, Omaha, Nebraska.	Latin and English Group.
Susan McGorrisk, Des Moines, Iowa.	English and French Group.
Mary Elizabeth McKenna, New York City.	Mathematics and Latin Group.
Blanche Gertrude McMahon, Worcester, Massachusetts.	Botany and English Group.
Elizabeth Frances Moore, Springfield, Massachusetts.	Latin and English Group.
Irene Mary O'Crowley, Newark, New Jersey.	English and German Group.
Alice Mary Ryan, Brooklyn, New York.	Latin and English Group.
Helen Teresa Schofield, Chicago, Illinois.	English and German Group.
Mary Rose St. Clair, Collinsville, Connecticut.	Latin and English Group.

BACHELOR OF LETTERS

1907

Mary Margaret Connors, Buffalo, New York.	Marie Alice Fagan, Pittsburg, Pennsylvania.
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MASTER OF ARTS

1908

Helen Catherine McNamara, A. B.,
Cornell University, 1907.
Binghamton, New York.

Sociology and History Group.

BACHELOR OF ARTS

1908

Anna Patricia Butler,
Cambridge, Massachusetts.

Latin and English Group.

Lilian Callahan,
Albany, New York.

English and French Group.

Margaret Mary Callaghan,
Haverhill, Massachusetts.

Latin and German Group.

Mary Mildred Connolly,
Bradford, Pennsylvania.

Latin and German Group.

Ora Maria Dansby,
Fort Smith, Arkansas.

German and Mathematics Group.

Beatrice Antoinette Gavagan,
Los Angeles, California.

English and French Group.

Louise Catharine Holohan,
Waterbury, Connecticut.

Latin and French Group.

Agatha Rose Kelly,
Penn Yan, New York.

Latin and English Group.

Marie Regina Madden,
Brooklyn, New York.

Latin and English Group.

Janet Louise McQuaid,
Holyoke, Massachusetts.

English and French Group.

Elizabeth Wenis Merkle,
Chillicothe, Ohio.

German and French Group.

Marie Louise Simon,
Philadelphia, Pennsylvania.

English and German Group.

Helen Teresa Vlymen,
Hempstead, New York.

Greek and Latin Group.

BACHELOR OF LETTERS

1908

Mary Katharine Murray, Troy, New York.

BACHELOR OF ARTS

1909

Bertha Liguori Daeley, Devil's Lake, North Dakota.	English and French Group.
Constance Helen Harrington, O'Neill, Nebraska.	French and Chemistry Group.
Martha Teresa Logan, South Boston, Massachusetts.	English and Chemistry Group.
Agnes Mary Maher, Utica, New York.	Latin and English Group.
Lilian Teresa Moynahan, Glens Falls, New York.	English and French Group.
Mary Teresa Moriarty, Springfield, Massachusetts.	English and French Group.
Mary Desmond Murphy, Norwich, Connecticut.	English and French Group.
Mary Catharine Murray, Grand Rapids, Michigan.	Latin and German Group.
Mary O'Dwyer, Texarkana, Arkansas.	English and French Group.
Margaret Mary Sallaway, Dorchester, Massachusetts.	Latin and French Group.
Honoria Kennelly Shine, Holyoke, Massachusetts.	English and French Group.
Mary Cecilia Showel, Toledo, Ohio.	English and Mathematics Group.
Helen Esther Sullivan, Chicago, Illinois.	Latin and French Group.

BACHELOR OF LETTERS

1909

Mary Storrs Flynn, Dorchester, Massachusetts.	Rosario Lorando, Washington, District of Columbia.
Olivia Honora Hannan, Ironton, Ohio.	Mary Elizabeth McGrane, Cincinnati, Ohio.
Martha Mary Kennedy, Worcester, Massachusetts.	Helen Teresa Nolan, Reading, Pennsylvania.
Laura Louise Yund, Amsterdam, New York.	

BACHELOR OF ARTS

1910

Emma Lucile Baillargeon, Seattle, Washington.	English and French Group.
Beatrice Frances Barnes, Madison, Wisconsin.	English and German Group.
Dorothy Mary Barnes, Madison, Wisconsin.	English and German Group.
Agnes Constance Brady, Fall River, Massachusetts.	Latin and German Group.
Katherine Helen Degnan, Providence, Rhode Island.	Greek and Latin Group.
Mary Teresa Droste, Grand Rapids, Michigan.	German and Chemistry Group.
Rose Helene Finn, Holyoke, Massachusetts.	Greek and Latin Group.
Loretta Galligan, Taunton, Massachusetts.	Latin and French Group.
Jeannette Hays, Canton, Ohio.	Latin and German Group.
Clara Christine Kennedy, Amsterdam, New York.	English and History Group.
Hazel Frances Larkin, Bartlesville, Oklahoma.	English and History Group.
Edith Marie Lennon, Lowell, Massachusetts.	French and History Group.
Helen Margaret McKeever, Hollywood, California.	English and German Group.
Mary Elizabeth McKeough, Amsterdam, New York.	English and History Group.
Marie Aloysius McNally, White Haven, Pennsylvania.	English and Mathematics Group.
Alice Elizabeth Meagher, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Lillian Monica Reavey, Springfield, Massachusetts.	French and Chemistry Group.
Gertrude Margaret Schofield, Chicago, Illinois.	English and French Group.
Bertha Josephine Strootman, Buffalo, New York.	German and Chemistry Group.
Katherine Louise Walsh, Davenport, Iowa.	English and French Group.

BACHELOR OF LETTERS

1910

Gertrude Adeline Connolly, Tulsa, Oklahoma.	Mary Catherine Kerby, Washington, District of Columbia.
Elizabeth Louise Sullivan, Bangor, Maine.	

MASTER OF ARTS 1911

<p>Mary Louise Reilly, A. B., Smith College, 1910. Brockton, Massachusetts.</p>	<p>Philosophy and History Group.</p>
---	--------------------------------------

BACHELOR OF ARTS. 1911

<p>Amy Boughan, Chicago, Illinois.</p>	<p>Greek and Chemistry Group.</p>
<p>Rosalind Brownell, Waterbury, Connecticut.</p>	<p>Latin and French Group.</p>
<p>Agnes Laurentia Callaghan, Haverhill, Massachusetts.</p>	<p>Latin and Mathematics Group.</p>
<p>Agnes Marie Finnegan, New Britain, Connecticut.</p>	<p>Latin and History Group.</p>
<p>Mary Bashford Galvin, East Greenwich, Rhode Island.</p>	<p>Latin and French Group.</p>
<p>Agnes Elizabeth Graves, Albany, New York.</p>	<p>Latin and History Group.</p>
<p>Kathleen Josephine Greeley, Holyoke, Massachusetts.</p>	<p>Greek and Latin Group.</p>
<p>Mary Elizabeth Hanlon, Hillsboro, Ohio.</p>	<p>Latin and German Group.</p>
<p>Isabelle Josephine Harrity, Philadelphia, Pennsylvania.</p>	<p>English and French Group.</p>
<p>Margaret Mary Hennessey, Milwaukee, Wisconsin.</p>	<p>English and History Group.</p>
<p>Ellen Alice Herron, Auburn, New York.</p>	<p>English and German Group.</p>
<p>Victoria Kenny, Scranton, Pennsylvania.</p>	<p>Latin and Mathematics Group.</p>
<p>Grace Marion Lombard, Worcester, Massachusetts.</p>	<p>English and German Group.</p>
<p>Mary Louise Martin, Waterbury, Connecticut.</p>	<p>Latin and French Group.</p>
<p>Mary Margaret Maxwell, Dakota City, Nebraska.</p>	<p>German and French Group.</p>
<p>Catherine Vincentia McCann, New York City.</p>	<p>French and History Group.</p>
<p>Lucy Anne McCarthy, Troy, New York.</p>	<p>Greek and Latin Group.</p>
<p>Edith McDonald, Minneapolis, Minnesota.</p>	<p>English and German Group.</p>
<p>Catharine McLoughlin, Worcester, Massachusetts.</p>	<p>English and History Group.</p>
<p>Mary Julia MacMahon, Holyoke, Massachusetts.</p>	<p>Greek and Latin Group.</p>

Eleanor Cruice O'Brien,
St. Paul, Minnesota.

Patience Mary O'Neil,
Akron, Ohio.

Marguerite Elise Pace,
Covington, Kentucky.

Helena Gertrude Sheehan,
Buffalo, New York.

Agnes Mary Shillow,
Columbia, Pennsylvania.

Zita Simms,
Attleboro, Massachusetts.

June Frances Sutcliffe,
Pawtucket, Rhode Island.

Anne Mary Splane,
Manchester, New Hampshire.

Claire Marie Wallis,
Philadelphia, Pennsylvania.

English and History Group.

Latin and French Group.

English and Latin Group.

English and Chemistry Group.

Latin and German Group.

Latin and German Group.

Latin and German Group.

English and History Group.

English and German Group.

BACHELOR OF LETTERS

1911

Esther Byrne,
Omaha, Nebraska.

Imogene Julia Carraher,
Seattle, Washington.

Marguerite O'Leary,
Richibucto, N. B.

MASTER OF ARTS

1912

Alice Ernestine Barry, A. B.,
Boston University, Malden, Mass.

Philosophy and History Group.

BACHELOR OF ARTS

1912

Corinne Anne Barrett,
Caribou, Maine.

Latin and French Group.

Anne Margaret Boyle,
Sharon, Pennsylvania.

German and Mathematics Group.

Mary Christine Burns,
Bangor, Maine.

Greek and History Group.

Katherine Agnes Finn,
Dedham, Massachusetts.

Latin and German Group.

Mary Alice Giblin,
Scranton, Pennsylvania.

Latin and English Group.

Florence Grandon Haag,
New York City.

Latin and French Group.

Mary Madeleine Hastings,
Medford, Massachusetts.

English and French Group.

Cecilia Katherine Kays,
Los Angeles, California.

Caroline Barbara Kempel,
Akron, Ohio.

Evelyn Elizabeth McCaffrey,
Omaha, Nebraska.

Mary Cecilia McEnelly,
Hopkinton, Massachusetts.

Edith McFadden,
Dubuque, Iowa.

Ellen Elizabeth McQuade,
Lowell, Massachusetts.

Katherine Florentine McSweeney,
Glenns Falls, New York.

Florence Jane Mills,
Fall River, Massachusetts.

Alice Elizabeth Mills,
Fall River, Massachusetts.

Regina Cecilia O'Malley,
Wilkes-Barre, Pennsylvania.

Lucile Anne Quinlan,
St. Paul, Minnesota.

Florence Marguerite Riley,
Binghamton, New York.

Mary Love Schofield,
Chicago, Illinois.

Julie Ellsbee Sullivan,
New York City.

Mary Grace Townsend,
Washington, D. C.

Mary Victoria Vlymen,
Hempstead, New York.

Mary Regina Walsh,
Roxbury, Massachusetts.

Gertrude Walsh,
Davenport, Iowa.

Mary Gertrude Whitton,
Olean, New York.

Greek and Latin Group.

German and Mathematics Group.

English and French Group.

English and French Group.

German and History Group.

Latin and German Group.

French and History Group.

Latin and German Group.

Latin and German Group.

German and History Group.

English and French Group.

English and Chemistry Group.

English and German Group.

English and French Group.

English and History Group.

Greek and Latin Group.

English and German Group.

English and History Group.

German and History Group.

BACHELOR OF LETTERS 1912

Marie Monica Driscoll,
Reading, Pennsylvania.

Maude Elizabeth Gaynor,
Nyack, New York.

Alma Katherine Petersen,
Fairmount, Minnesota.

ENROLMENT OF STUDENTS

1913-1914

GRADUATE STUDENT

Mary Cecilia McEnelly, A. B.,
Trinity College.

Hopkinton, Mass.

SENIOR CLASS

Margaret Alice Barrett
Louise Lucy Becker
Frances Blake
Antoinette Katherine Bosch
Ethel Adelaide Cabana
Frances Catherine Cashman
Florence Honora Clarke
Madeleine Jeanne Carpentier
Mary Ellen Connolly
Margaret Genevieve Connelly
Helen Agnes Cronin
Mary Catherine Cummings
Alice Louise Donovan
Blanche Katherine Driscoll
Elizabeth Teresa Friel
Ruth Elizabeth Kean
Rita Mary McDevitt
Anne Claire McNeelis
Dorothy Cecelia McQuaid
Mary Lucile May
Irene Collins Moriarity
Erin Rose Morrison
Margaret Catherine Norman
Margaret Mary O'Donnell
Brigidin Trumble Scallon
Lorine Agnes Scanlan
Helen Germaine Stokes
Alice Elizabeth Sullivan

Buffalo, N. Y.
Wilkes-Barre, Pa.
Buffalo, N. Y.
Lake Linden, Mich.
Buffalo, N. Y.
Newburyport, Mass.
Ortonville, Minn.
Washington, D. C.
Washington, D. C.
Bradford, Pa.
Manchester, N. H.
Fall River, Mass.
Lynn, Mass.
Buffalo, N. Y.
Waterville, Maine.
Manchester, N. H.
Pawtucket, R. I.
Johnstown, Pa.
Jacksonville, Fla.
Superior, Wis.
Waterbury, Conn.
Prescott, Ariz.
Baltimore, Md.
Rock Island, Ill.
Hancock, Mich.
Sioux Falls, S. D.
Scranton, Pa.
Lowell, Mass.

JUNIOR CLASS

Lillian Zita Beatty
 Mary Elinor Begg
 Margaret Boughan
 Pauline Cashman
 Genevieve Caulfield
 Mary Louise Clifford
 Margaret Mary Collins
 Helen Mason Conroy
 Anna Verda Culligan
 Marguerite Anne Duffy
 Blanche Althea Fitz-Maurice
 Adele Farren
 Elizabeth Angela Flannery
 Mary Margaret Gaffney
 Margaret Mary Gallagher
 Mary Claire Galligan
 Rose Geier
 Mary Evangeline Hayes
 Marie Kathleen Hildensperger
 Mary Veronica Hodson
 Jennie Margarita Hoey
 Mary Agnes Johnson
 Alice Mae Kelly
 Mary Josephine Lennon
 Laura Louise Lennox
 Margaret Julia Linnane
 Marion Winnifred Lynch
 Catharine Veronica Lynch
 Anna May McCaffrey
 Anna Elizabeth McCarron
 Sarah Cecilia McCarthy
 Maude Estelle McMahon
 Mary Elizabeth McSweeney
 Josephine Ursula McVay
 Isabelle Frances Murphy
 Mary Winifred Murray
 Josephine Nugent
 Gertrude Pauline Smith
 Julia Winifred Sullivan
 Frances Denning Taylor
 Bertha Euphemia Tuite
 Elizabeth Zoë Walsh
 Marion Florentia Welch
 Julia White

Brooklyn, N. Y.
 Waterbury, Conn.
 Chicago, Ill.
 Newburyport, Mass.
 Haverstraw, N. Y.
 Lewiston, Maine.
 Washington, D. C.
 East Orange, N. J.
 St. Paul, Minn.
 Chateaugay, N. Y.
 Chicago, Ill.
 Cleveland, Ohio.
 Yonkers, N. Y.
 Waterbury, Conn.
 Washington, D. C.
 Pueblo, Col.
 Helena, Mont.
 Waterbury, Conn.
 Wausan, Wis.
 Waterbury, Conn.
 New York, N. Y.
 Kansas City, Mo.
 Washington, D. C.
 Pawtucket, R. I.
 Haverhill, Mass.
 Des Moines, Iowa.
 Newtown, Conn.
 Newtown, Conn.
 Amsterdam, N. Y.
 Maynard, Mass.
 Troy, N. Y.
 Worcester, Mass.
 Glens Falls, N. Y.
 Pawtucket, R. I.
 Washington, D. C.
 Grand Rapids, Mich.
 Waterbury, Conn.
 Worcester, Mass.
 Fall River, Mass.
 Dobbs Ferry-on-Hudson, N. Y.
 Pawtucket, R. I.
 Mobile, Ala.
 Beverly, Mass.
 Rome, N. Y.

SOPHOMORE CLASS

Fayne Julianna Barnes
 Irene Mildred Bragan
 Anna Sophia Clemons
 Catharine Sheehan Connelly
 Mary Frances Evans
 Mary Day Fallon
 Elizabeth Mary Fennessey
 Anna Margaret Feenan
 Dorothy Gallagher
 Ruth Elizabeth Gfroerer
 Anne Sarachon Hooley
 Ruth Josephine Hughes
 Katharine Alice Jackson
 Veronica Mary Judge
 Addie Mary Keenan
 Carolyn North Kirwin
 Gertrude Mary Lane
 Loretta Rose Lawler
 Elizabeth Anne Leonard
 Margaret Mary Lukes
 Margaret Julia McArdle
 Alice Loretta McCabe
 Rena Louise McCarthy
 Catherine Agnes McCaskey
 Alice Kohling McGowan
 Margaret Elizabeth McWeeney
 Marguerite Louise Maloney
 Helen Paula Mahony
 Marie Gertrude Moore
 Helen Louise Moore
 Helen Frances Murray
 Regina Josephine O'Connell
 Mary Margaret Purcell
 Helen Elizabeth Ryan
 Marie Agnes Ryan
 Grace Marie Schwind
 Eileen Katharine Smith
 Ardis Marie Tanguay
 Mary Dunne Walsh

Madison, Wis.
 Everett, Mass.
 Montesano, Wash.
 Elmira, N. Y.
 La Crosse, Wis.
 Worcester, Mass.
 Boston, Mass.
 Salem, Mass.
 Kansas City, Mo.
 Chicago, Ill.
 Nichols, Iowa.
 Pittsburgh, Pa.
 Waterbury, Conn.
 Fall River, Mass.
 Austin, Minn.
 Brooklyn, N. Y.
 Washington, D. C.
 Pittsburgh, Pa.
 Wilkes-Barre, Pa.
 Philadelphia, Pa.
 Ware, Mass.
 Clinton, N. Y.
 Danbury, Conn.
 Philadelphia, Pa.
 Indianapolis, Ind.
 Providence, R. I.
 Woburn, Mass.
 Roxbury, Mass.
 Hingham, Mass.
 Washington, D. C.
 Troy, N. Y.
 Marlborough, Mass.
 Valatie, N. Y.
 Bad Axe, Mich.
 Philadelphia, Pa.
 Dubuque, Iowa.
 Fitchburg, Mass.
 Philadelphia, Pa.
 Richmond, Va.

FRESHMAN CLASS

Catherine Barry	Chicopee, Mass.
Annie Boillin	Clarksville, Tenn.
Katherine Elizabeth Boyle	Fitchburg, Mass.
Anna Madeline Brodbine	Beachmont, Mass.
Helen Agnes Brodbine	Beachmont, Mass.
Mary Christine Brogan	Cohasset, Mass.
Katherine Frances Carlin	Roxbury, Mass.
Maureen Lewis Daily	Bay City, Mich.
Myrtle Virginia Fitz-Maurice	Chicago, Ill.
Esther Garner	Washington, D. C.
Mignon Joanna Gfroerer	Chicago, Ill.
Marguerite Katherine Gillen	Racine, Wis.
Miriam Alice Greene	Brooklyn, N. Y.
Florence Mary Hanrahan	Boston, Mass.
Mary Elizabeth Haughton	Sioux Falls, S. D.
Evelyn Howington	Nashville, Tenn.
Margaret Claire Kelleher	Ware, Mass.
Alvera Marie Killorin	Wakefield, Mass.
Margaret Lane	Washington, D. C.
Florence Marie Leonard	Cincinnati, Ohio.
Anna Luddy	Dover, N. H.
Regina Ursula McCann	New York, N. Y.
Mary Elizabeth McCarthy	Philadelphia, Penna.
Mary Lorena McLachlan	Danbury, Conn.
Frances McManus	Philadelphia, Penna.
Mary Frances McManus	Concord, Mass.
Winifred Ellen Monahan	Central Falls, R. I.
Catherine Marie Moormann	Cincinnati, Ohio.
Elizabeth Francis Morrison	Washington, D. C.
Ruth Frances Nangle	Brookline, Mass.
Margaret Mary Parsons	Philadelphia, Penna.
Ellen Vincent Quinn	Woonsocket, R. I.
Lorretto Justinian Reavey	Springfield, Mass.
Sara Veronica Sharkey	Johnstown, Penna.
Jeanne Agnes Shea	Bartlesville, Okla.
Mary Harvey Smith	Ferguson, Mo.
Kathleen Smith	Washington, D. C.
Marie Spang	Boston, Mass.
Marguerite Stevenson	Indian Orchard, Mass.
Katherine Cecilia Stiles	El Paso, Texas.
Marie Irma Unruh	Mobile, Ala.
Felicita Vlymen	Hempstead, N. Y.
Helen Marie Walsh	Memphis, Tenn.

HEARERS

Mary Louise Boillin
Marie Cain
Irene Delaney
Jeanette Wright Kelly
Mollie Leonard
Blanche McCarthy
Marie Verkamp

Clarksville, Tenn.
Peoria, Illinois.
Tulsa, Okla.
New York, N. Y.
Wilkes-Barre, Penna.
St. Paul, Minn.
Cincinnati, Ohio.

PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

THE TRINILOGUE, a book published by the class of 1913. Price, \$3.00 per copy.

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914/15

UNIVERSITY OF MICHIGAN
JUN 13 1915

TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1914-1915

Trinity College is conducted by the **SISTERS OF NOTRE DAME OF NAMUR.**

The College is incorporated under the laws of the District of Columbia and invested with power to confer degrees. Its legal title is "**TRINITY COLLEGE, WASHINGTON, D. C.**"

The degrees conferred by Trinity College are registered "in full" by the **UNIVERSITY OF THE STATE OF NEW YORK.**

LEGAL FORM OF BEQUEST : I give, devise and bequeath to Trinity College, Washington, D. C., an institution incorporated under the laws of the District of Columbia, and located in Washington, D. C.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
16 APR 1915

NOTE.—*The following letter from the United States Commissioner of Education will answer the inquiries that have been made concerning the rank of Trinity College with the other leading institutions of the country :*

**DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON**

March 30, 1914.

SISTER CATHERINE ALOYSIUS,
President of Trinity College,
Washington, D. C.

DEAR MADAM,

Doctor Samuel P. Capen, this Bureau's Specialist in Higher Education, has now completed his investigation of the standards of Trinity College and of the standing of students in this college who have entered other colleges and universities of a standard grade. It gives me pleasure to state on the basis of this examination and Dr. Capen's opinion that Trinity College should be ranked among the colleges of first grade.

Yours sincerely,

P. P. CLAXTON,

Commissioner.

TRINITY COLLEGE

WASHINGTON, D. C.

A CATHOLIC INSTITUTION

FOR THE

HIGHER EDUCATION OF WOMEN



1914-1915

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733H
914-15

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COMMUNICATION WITH THE COLLEGE

The College can be reached by the Brookland cars of the City and Suburban Electric Railway which pass the main entrance to the grounds on Michigan Avenue, or by the local trains of the Baltimore & Ohio Railroad which stop at University Station. The distance of the College from the Capitol is about two and a half miles.

The College Telephone is North 2970. The students' Telephone is North 2367.

Freight for those residing at the College should be addressed to University Station, Brookland, D. C.

Express for those residing at the College should be addressed to Washington, D. C.

Telegrams and mail for those residing at the College should be addressed to Trinity College, Washington, D. C.

All important communications for the College should be addressed to the President of Trinity College.

Applications for specific information concerning the courses of study in the College should be addressed to the Dean of the Faculty.

Applications for general information, and inquiries regarding admission should be addressed to the Secretary of the College.

CALENDAR

1914

S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
JANUARY	FEBRUARY	MARCH	APRIL
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1915

JANUARY	FEBRUARY	MARCH	APRIL
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ACADEMIC CALENDAR

1914

Christmas Vacation ends at 5 o'clock,	Monday, Jan. 5.
Mid-year Examinations begin,	Tuesday, Jan. 20.
Mid-year Examinations end,	Monday, Jan. 26.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 27.
Second semester begins,	Monday, Feb. 2.
Easter Vacation begins at noon,	Wednesday, April 8.
Easter Vacation ends at 5 P. M.,	Monday, April 13.
Founders' Day,	Friday, May 1.
Ascension Day,	Thursday, May 21.
Final Examinations begin,	Friday, May 29.
Final Examinations end,	Tuesday, June 9.
Baccalaureate Sermon,	Sunday, June 7.
Commencement Exercises,	Thursday, June 11.
Entrance Examinations at Centres begin,	Monday, May 25.
Entrance Examinations at Centres end,	Saturday, May 30.
Entrance Examinations at the College begin,	Thursday, Sept. 17.
Registration of Students,	Tuesday, Sept. 22.
College Exercises begin,	Wednesday, Sept. 23.
Thanksgiving Day,	Thursday, Nov. 26.
Christmas Vacation begins at noon,	Friday, Dec. 18.

1915

Christmas Vacation ends at 5 o'clock,	Tuesday, Jan. 5.
Mid-year Examinations begin,	Tuesday, Jan. 19.
Mid-year Examinations end,	Monday, Jan. 25.
Spiritual Retreat for the Students begins at 5 P. M.,	Tuesday, Jan. 26.
Second semester begins,	Monday, Feb. 1.
Easter Vacation begins at noon,	Wednesday, Mar. 30.
Easter Vacation ends at 5 P. M.,	Monday, April 5.

THE COURSES OF STUDY IN THE COLLEGE ARE
CONDUCTED BY THE FOLLOWING
PROFESSORS

VERY REVEREND EDWARD A. PACE, Ph. D., S. T. D., LL. D.
Philosophy (Psychology, Ethics); History of Education.

REVEREND WILLIAM TURNER, S. T. D.
History of Philosophy.

VERY REVEREND THOMAS A. SHIELDS, Ph. D., LL. D.
Education (Science and Art of Study, Philosophy, Psychology,
Methods).

REVEREND CHARLES A. DUBRAY, S. M., Ph. D.
Introduction to Philosophy.

VERY REVEREND CHARLES F. AIKEN, S. T. D.
Apologetics.

REVEREND NICHOLAS A. WEBER, S. M., S. T. D.
Church History.

REVEREND WILLIAM J. KERBY, S. T. L.
Economics and Sociology.

REVEREND THOMAS V. MOORE, C. S. P., Ph. D.
Biology.

SEÑORA RITA LEZCA DE RUIZ,
Spanish.

MISS ELSIE KERNAN,
Elocution and Gymnastics.

With Sisters of Notre Dame in the departments of Religion, Sacred Scripture,
Greek, Latin, German, French, Spanish, English, Logic, Church History,
History, Mathematics, Physics, Chemistry, Botany, Hygiene, Music and Art.

THE ADVISORY BOARD

THE MOST REVEREND ARCHBISHOP OF BALTIMORE, HIS EMINENCE
JAMES CARDINAL GIBBONS, *President, ex-officio*

MEMBERS, *ex-officio*

THE RIGHT REVEREND RECTOR OF THE CATHOLIC UNIVERSITY
THE VERY REVEREND VICE-RECTOR OF THE CATHOLIC UNIVERSITY
THE PROVINCIAL SUPERIOR OF THE SISTERS OF NOTRE DAME
THE PRESIDENT OF THE COLLEGE
THE SECRETARY OF THE COLLEGE
THE TREASURER OF THE COLLEGE
THE DEAN OF THE COLLEGE FACULTY
THE PRESIDENT OF THE AUXILIARY BOARD OF REGENTS

MEMBERS ELECTED FOR THREE YEARS

THE RIGHT REVEREND PHILIP J. GARRIGAN, D. D.,	Sioux City, Ia.
THE RIGHT REVEREND THOMAS J. CONATY, D. D.,	Los Angeles, Cal.
THE RIGHT REV. MGR. THOMAS J. SHAHAN, D. D.,	Washington, D. C.
THE VERY REVEREND EDWARD A. PACE, PH. D.,	Washington, D. C.
HON. CHARLES J. BONAPARTE,	Baltimore, Md.
MRS. THOMAS H. CARTER,	Helena, Mont.
HON. JOSEPH F. DALY,	New York, N. Y.
MR. WILLIAM P. DEMPSEY,	Pawtucket, R. I.
MISS ELLA LORAIN DORSEY,	Washington, D. C.
MRS. MAURICE FRANCIS EGAN,	Copenhagen, Denmark.
MRS. LAWRENCE V. GROGAN,	Baltimore, Md.
MR. GEORGE E. HAMILTON,	Washington, D. C.
DANIEL W. SHEA, PH. D.,	Washington, D. C.
MR. WALTER GEORGE SMITH,	Philadelphia, Pa.

THE AUXILIARY BOARD OF REGENTS

The Board is organized as the AUXILIARY BOARD OF REGENTS OF TRINITY COLLEGE and consists of ladies who have associated themselves together for the purpose of assisting and equipping Trinity College, Washington, D. C.

Constitution, Art. I.

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TRINITY COLLEGE

LOCATION.—Trinity College is situated in the northeastern section of the city of Washington. Together with the benefits of a free, healthful, and beautiful environment, it enjoys all the advantages that Washington affords as the centre of national life and as a city pre-eminently rich in educational influences. The College faces the vast Soldiers' Home Park from which its own extensive and richly wooded grounds are separated by Michigan Avenue. The electric cars which pass the main entrance establish easy and direct communication with all parts of Washington. In the immediate vicinity of the College is the imposing group of buildings belonging to the Catholic University—the centre of Catholic education in America. This fortunate proximity to the University secures for the College, in addition to the services of its own resident faculty, the services of professors who are on the University staff.

FOUNDATION AND PURPOSE.—Trinity College was founded in 1897 by the Sisters of Notre Dame of Namur. This action was taken in response to a wide-spread and urgent demand for “a Catholic institution devoted wholly to the needs of young women who, having completed their high-school or academy course, desire to pursue advanced learning.” The purpose of the founders was to provide for such students a liberal education that, while lacking none of the advantages offered to women by non-Catholic colleges of the first rank, would at the same time be permeated with Catholic principles and shaped in accordance with Catholic ends.

IDEALS.—Not only is the instruction given in the various college courses, but throughout the careful ordering of the whole college life with its religious influences and its uplifting associations, its liberties and its restraints, a two-fold idea is kept in view: the *true scholar*, with knowledge many sided as well as thorough, with a firm grasp of first principles, a just judgment, a well-trained power of reasoning, a cultured appreciation of all that is true, and good, and beautiful; the *true woman*, with a clear, reverent sense of her duty to God, herself, and her fellow-creatures, with every womanly gift and virtue well developed, with a strong, self-reliant character, and with resourceful ability for highest womanly service, whatever be her destined sphere of life or her chosen field of labor.

These qualities of mind and heart are what Trinity's degrees are meant to stand for. These are the ideals which brought Trinity College into existence, built its walls, established its curriculum, encouraged its work, and ensured its growth. These are the aims which are constantly held before the student from the day of her entrance upon college life until the final hour when the seal of approval is placed upon her finished course.

EQUIPMENT.

THE LIBRARY.—The College Library now contains about 15,000 carefully selected volumes. The reading-room is supplied with a number of magazines and journals—literary, historical, scientific, pedagogical, and philosophical. Foreign publications as well as American are represented.

THE O'CONNOR ART GALLERY.—Through the generosity of Judge and Mrs. M. P. O'Connor of San José, California, Trinity College acquired in 1903 an extensive and valuable

art collection which has added greatly to the educational advantages afforded to students. The collection includes nearly a hundred magnificent paintings in oil which represent all the great historic schools of painting. There are also carefully selected collections of water colors, engravings, and photographs; a number of exquisite sculptures in crystalized Carrara marble; some valuable pieces in bronze; a large and perfectly executed mosaic, and a cabinet containing a number of art treasures. O'Connor Hall, erected by these generous benefactors of the College, provides a spacious gallery for this collection.

THE HOLAHAN SOCIAL HALL contains many precious and rare pictures, works of the Old Masters donated to the College in 1907 by Miss Amanda Holahan of Philadelphia, Penna. These furnish splendid examples of the earliest methods of painting.

THE SCIENCE LABORATORIES.—The Science Laboratories, though small, are well equipped for thorough work in the advanced as well as in the elementary courses offered to students, and it is hoped that larger apartments may soon be provided.

EXTRINSIC ADVANTAGES.—It has been well said that to live in Washington is an education in itself, and to be a student at one of Washington's educational institutions is to enjoy facilities for study that can not be found in the richest and best equipped universities of the land. The National Museum, the Smithsonian Institution, the Agricultural Department, the Botanical Gardens, the Naval Observatory, have become famous centres of scientific research. At all of these places

and at others rich in economic, scientific, and historic interest, *e. g.* the Treasury Department, the Patent Office, the National Bureau of Standards, the War Department, the students of Trinity College are accorded excellent opportunities for instructive visits.

At the Capitol, where the different departments of government—Congress, the Senate, the Supreme Court—may be seen in session, the students gain a practical idea of the legislative, executive, and judicial functions of the Nation. Splendid facilities for study are afforded by the great Library of Congress and the Corcoran Gallery of Art. Needless to add that what is best in music, what is highest in other arts, may be enjoyed at the Nation's Capital.

Not second to these advantages are the stimulus and inspiration that come from personal contact with great workers in all fields of thought and action. And for the Trinity students there is the special stimulus of personal intercourse with the great representatives of Catholic thought—men and women in all spheres of activity, whose lives are as true to their religion as they are devoted to the interests of learning and to the welfare of society.

SCOPE OF THE COLLEGE.—Trinity College has for its purpose the higher education of women under the auspices of the Catholic Church. The courses of study offered to graduate and undergraduate students are planned according to the best standards of our American educational system. The College is fully empowered, under the terms of its charter granted by the District of Columbia, to confer degrees. It is registered with the University of the State of New York, and affiliated with the Catholic University of America at Washington.

CLASSIFICATION OF STUDENTS.—The students are classified as follows: Graduate students, undergraduate students, and hearers.

Graduate Students are those who have taken their first degree at Trinity College, or at some other College of good standing, and who pursue the higher courses offered by the College.

Undergraduate Students are those who pursue the courses leading to the degree of Bachelor of Arts, Bachelor of Letters, or Bachelor of Science.

Hearers are those who, by concession of the Faculty, attend some of the courses. They must be at least twenty years of age. They must give proof that they are able and willing to profit by collegiate instruction. They must bring close application to the courses they elect; their admission to examinations and laboratory exercises depends on the judgment of the instructors, and at any time their privileges may be withdrawn. The minimum number of hours that resident hearers may elect is twelve.

ADMISSION

ADMISSION TO THE FRESHMAN CLASS

Students are admitted to the Freshman Class of Trinity College by examination or by certificate after the successful completion of a high-school or academy course of four years. After June, 1914, admission by certificate will be granted to schools accredited by Trinity College or affiliated to the Catholic University, Washington, D. C. There is no high-school or academy attached to the College.

As evidence of the thoroughness of their preparation for admission to College, candidates must pass examinations in subjects amounting to $15\frac{1}{2}$ unit courses of high-school work. The accepted definition of a unit course is *a course of study covering a school year of not less than thirty-five weeks, with five class periods of at least forty-five minutes each per week.*

The studies to be presented in satisfaction of this requirement are named in the following list. The amount of preparation required in each subject is indicated by the number of units assigned to that subject.*

The subjects prescribed for all candidates for admission are :

English	3	units
History	1	unit
Mathematics	$2\frac{1}{2}$	units
Latin	4	units
The Major Requirement in Greek, or French, or German	3	units

In addition to the above $13\frac{1}{2}$ units, each candidate must present 2 units from the following subjects:

The Minor Requirement in one of the languages not offered for major standing	2	units
History (in addition to the amount prescribed above)	1	unit
Physics	1	unit
Chemistry	1	unit
Botany	1	unit
Zoölogy	1	unit
Music	1	unit

*Although no formal entrance examination is held in Religion, it is expected, needless to say, that the program of every Catholic high-school and academy will give to this all-important subject at least four (4) points, i. e., the equivalent of one period each day throughout the entire course of four years. The teaching should be thorough and systematic, so that the student will be well prepared to profit by the courses in Religion and Sacred Scripture which constitute a regular and important part of the system of prescribed studies throughout the College course.

Where “conditions” in the entrance requirements do not exceed two (2) units a candidate may be admitted to the Freshman Class on probation. Examinations for the removal of conditions must be taken at the appointed times. No student who has not removed her entrance conditions will be admitted to the Sophomore Class.

A fee of one dollar is charged for each condition examination, and for any examination taken outside of specified time.

The standard to be attained in all subjects accepted in satisfaction of the requirement for admission is the standard set by the College Entrance Examination Board of the National Educational Association. The following table of equivalent examinations indicates the subjects that must be offered by candidates who wish to take the examinations of the College Entrance Examination Board instead of those set by Trinity College:

TABLE OF EQUIVALENT EXAMINATIONS

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATION		TRINITY COLLEGE EXAMINATION	
<i>Subjects</i>		<i>Subjects</i>	<i>Units</i>
English, a and b	=	English	3
History, a, b, c, or d	=	History	1
Mathematics, a (i and ii) and c	=	Mathematics	3
Latin, a (i and ii), b, c, d, l, and m	=	Latin	4
One of the following: Greek, a (i and ii), b, c, f, and g French, a and b German, a and b	} = {	Major Requirement in one of the following: Greek, or French, or German	} 3
One subject from Group I or two subjects from Group II: Group I: Greek, a (i and ii), b, f, and g French, a German, a	} = {	Two units to be chosen from the following: The Minor Requirement in one of the languages not offered for major standing (Greek, or French, or Ger- man)	2
Group II: History, a, or b, or c, or d (not offered above) Physics Chemistry Botany Zoölogy Music	} = {	History (in addition to the amount prescribed above) Physics Chemistry Botany Zoölogy Music	1 1 1 1 1 1

The Regents' Academic Diploma (State of New York) will be accepted in lieu of entrance examinations in those subjects in which the candidate has pursued the course outlined in the admission requirements of Trinity College, or of the College Entrance Examination Board. No Diploma granted more than two years before the applicant presents herself for admission to College will entitle the holder to exemption from examination. No form of Regents' certificates other than the Academic Diploma will be accepted in lieu of the examination in any subject.

The admission subjects are divided into two groups as follows:

Preliminaries :

English A—Reading and Practice.

French major except Prose Composition and the use of the spoken language.

German major except Prose Composition and the use of the spoken language.

Greek major except Prose Composition.

History.

Latin except Prose Composition.

Plane Geometry.

Examinations in Preliminaries may be taken at any time during the college preparatory course.

Finals :

English B—Study and Practice, including Composition, Algebra, Botany, Chemistry, Physics, Music.

French minor requirement, the Prose Composition and use of the spoken language of the major requirement.

German minor requirement, the Prose Composition and the use of the spoken language of the major requirement.

Greek minor, the Prose Composition of the major requirement.

History, second point.

Latin Prose Composition.

Examinations in Finals may be taken at any time during the two last years before admission, provided at least three are taken during last year. Candidates are advised to take English Composition and Algebra in the last year.

ADMISSION TO ADVANCED STANDING

Upon the presentation of satisfactory evidence of proficiency in advanced studies, a candidate may be admitted to the sophomore, junior, or senior class. Application for advanced standing must be accompanied by (1) official statements of the candidate's record in her various college studies, (2) letters or other evidence showing the opinions of her instructors in regard to her scholarship and character, (3) a letter of honorable dismissal from the college which she is leaving, and (4) a catalogue or announcement of the college that she leaves in which are plainly marked every requirement for admission and course of instruction for which she has received credit.

The requirements for admission to advanced standing are, in brief, the following:

1. The requirements for admission to the freshman class.
2. All the prescribed studies already pursued by the class to which the candidate seeks admission.
3. As many elective studies as the candidate would have pursued if she had entered the class at the beginning of the freshman year.

A candidate may be admitted in spite of deficiencies in some of these studies but no candidate so admitted will be recommended for a degree until she shall have made good all such deficiencies.

The credits granted in any subject to a student admitted with advanced standing may be withdrawn or diminished in amount, if, in pursuing such subject after admission to Trinity College, the student proves that the granting of the credits was wholly or in part unwarranted by her previous work.

GENERAL REGULATIONS

At least one month before the entrance examination a candidate for admission must file an application properly filled in and signed. It should be accompanied by a deposit of ten dollars. Application blanks may be obtained from the Secretary of the College.

Examinations for admission are offered at the College twice a year. In 1914 the entrance examinations will be held May 25 to May 30 and September 17 to September 23. Communications concerning examinations and other inquiries regarding admission should be addressed to the Secretary of the College.

Applications for the certificate privilege must be made to the Dean of the College upon blanks furnished by the College, and covering full statements concerning courses of study, teachers and equipment. All applications must be made before March first in order to be approved for the next College year.

Specimen entrance examinations may be obtained by application to the Secretary. If an entire set is desired, twenty-five cents should be forwarded.

By special arrangement, examinations may be taken at one of the Examination Centres. There is a fee of five dollars for examinations whether taken at the Centres or at the College.

EXAMINATION CENTRES

The Visitation Academy,	Brooklyn, N. Y.,	Second Ave. and 91st St.
St. Joseph's Academy,	Brentwood, L. I.,	St. Joseph's-in-the-Pines.
Miss Nardin's Academy,	Buffalo, N. Y.,	Cleveland Ave.
St. Peter's Academy,	Rome, N. Y.	
The Academy of Notre Dame,	Boston, Mass.,	Berkeley St.
The Academy of Notre Dame,	Roxbury, Mass.,	Washington St.
The Academy of Notre Dame,	Lowell, Mass.,	Adams St.
Notre Dame Training School,	Waltham, Mass.,	Newton St.
St. John's School,	Worcester, Mass.,	Vernon St.
Academy of the Faithful Companions of Jesus,	Fitchburg, Mass.	
Mount St. Mary's Academy,	Manchester, N.H.,	Hooksett Heights.
St. Joseph's Academy,	Deering, Maine.	
St. Mary's Academy,	New Haven, Conn.,	Orange St.
Notre Dame Academy,	Waterbury, Conn.	
The Academy of Notre Dame,	Philadelphia, Pa.,	W. Rittenhouse Sq.
The Academy of Our Lady of Mercy,	Pittsburgh, Pa.,	Fifth Ave.
St. Joseph's Academy,	Greenburg, Pa.,	Seton Hill.
Mount Aloysius Academy,	Cresson, Pa.	
Mount St. Mary's Seminary,	Scranton, Pa.,	Adams Ave.
St. Mary's Academy,	Wilkes-Barre, Pa.	
The Academy of Notre Dame,	Cincinnati, Ohio,	Sixth Ave., East.
The Academy of Notre Dame,	Cincinnati, Ohio,	East Walnut Hills.
The Ursuline Academy,	Cleveland, Ohio,	Willson & Scoville Aves.
St. Joseph's Academy,	Columbus, Ohio,	Rich St.

The Loretto Academy,	Loretto, Ky.,	Nerinx P. O.
Mount DeSales Academy,	Macon, Ga.	
Nazareth Academy,	Nazareth, Ky.	
The Loretto Academy,	Montgomery, Ala.	
St. Xavier's Academy,	Chicago, Ill.,	4928 Evans Ave.
Academy of Our Lady of the Sacred Heart,	Peoria, Ill.,	Madison Ave. & Bryan St.
Villa de Chantal,	Rock Island, Ill.	
The Academy of the Visitation,	St. Louis, Mo.,	Cabanné Place.
Mount St. Mary's Academy,	Leavenworth, Kan.	
Mount Carmel Academy,	Wichita, Kan.	
The Academy of the Visitation,	St. Paul, Minn.,	University St.
Immaculate Conception Academy,	Davenport, Iowa.	
The Academy of the Visitation,	Dubuque, Iowa,	Alta Vista St.
St. Joseph's Academy,	Des Moines, Iowa.	
St. Mary's Academy,	Monroe, Mich.	
Sacred Heart Academy,	Grand Rapids, Mich.	
Central High School,	Yankton, S. Dakota.	
The Loretto Academy,	Denver, Colo.,	Loretto Heights.
The Loretto Academy,	Santa Fé, N. M.	
The College of Notre Dame,	San José, Cal.,	Santa Clara St.
The College of Notre Dame,	San Francisco, Cal.,	Mission Dolores.
Immaculate Heart College,	Hollywood, Cal.	
The Mother-House Congregation Notre Dame,	Montreal, Quebec.	

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, MAY, 1914

Monday, May 25.

- 9.30 A. M.—12.30 P. M. Latin 1, 5. (3 for minor.)
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 5.30 P. M. History.

Tuesday, May 26.

- 9.30 A. M.—12.30 P. M. Latin 2, 4.
2.00 P. M.— 4.00 P. M. Greek.
4.00 P. M.— 5.30 P. M. History.

Wednesday, May 27.

- 9.30 A. M.—11.30 A. M. English, Reading.
2.00 P. M.— 4.00 P. M. Chemistry.
4.00 P. M.— 5.30 P. M. French—minor.

Thursday, May 28.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 4.00 P. M. Algebra.
4.00 P. M.— 5.30 P. M. Zoölogy, or Music.

Friday, May 29.

- 9.30 A. M.—12.30 P. M. French.
2.00 P. M.— 4.00 P. M. Plane Geometry.
4.00 P. M.— 5.30 P. M. German—minor.

Saturday, May 30.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. Botany.
4.00 P. M.— 5.30 P. M. Solid Geometry or Trigonometry.

TRINITY COLLEGE

SCHEDULE OF EXAMINATIONS, SEPTEMBER, 1914

Thursday, September 17.

- 9.30 A. M.—12.30 P. M. German.
2.00 P. M.— 4.00 P. M. History.
4.00 P. M.— 6.00 P. M. English, Reading.

Friday, September 18.

- 9.30 A. M.—11.30 A. M. English, Study.
2.00 P. M.— 5.00 P. M. French.
4.00 P. M.— 6.00 P. M. History.

Saturday, September 19.

- 9.30 A. M.—12.30 P. M. Latin 1, 5. (3 for minor.)
2.00 P. M.— 4.00 P. M. Chemistry or Botany.

Monday, September 21.

- 9.30 A. M.—12.30 P. M. Latin 2, 4.
2.00 P. M.— 4.00 P. M. Physics.
4.00 P. M.— 6.00 P. M. Greek.

Tuesday, September 22.

- 4.00 P. M.— 6.00 P. M. Plane Geometry.

Saturday, September 26.

- 9.30 A. M.—11.30 A. M. Algebra.

DEFINITION OF REQUIREMENTS FOR ADMISSION

No candidate is expected to take examinations in all of the following subjects. For tabular statement of entrance requirements, see pages 21 and 22.

ENGLISH (3)

REQUIREMENT FOR 1914.

Preparation in English has two main objects: (1) Command of correct and clear English, spoken and written; (2) Ability to read with accuracy, intelligence and appreciation.

English Grammar and Composition.

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description, and easy exposition and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively *reading* and *study*, from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit

to memory some of the more notable passages, both in verse and in prose. As an aid to literary appreciation she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

1. READING—ONE UNIT.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units* are to be selected, two from each group:

(a) The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

(b) Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

(c) Defoe's *Robinson Crusoe, Part I*; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens's *David Copperfield* or Dickens's *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

(d) Bunyan's *Pilgrim's Progress, Part I*; The *Sir Roger de Coverley Papers* in *The Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and Letter to Horace Greeley, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

* Each unit is set off by semicolons.

(e) Palgrave's *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold, Canto IV*, and *Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series)*, Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

2. STUDY—TWO UNITS.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro, Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America* or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson* or Carlyle's *Essay on Burns*.

REQUIREMENT FOR 1915-1919.

1. READING.

GROUP I—CLASSICS IN TRANSLATION. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad* with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; the *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

GROUP II—SHAKESPEARE. *Midsummer Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Cæsar**; *Macbeth**; *Hamlet*.*

* If not chosen for study under 2.

GROUP III—PROSE FICTION. Malory's *Morte d'Arthur* (about 100 pages); Bunyan's *Pilgrim's Progress, Part I*; Swift's *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe, Part I*; Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; any one of Scott's Novels; any one of Jane Austen's Novels; Maria Edgeworth's *Castle Rackrent* or *The Absentee*; any one of Dickens's Novels; any one of Thackeray's Novels; any one of George Eliot's Novels; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's Schooldays*; Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae*; any one of Cooper's Novels; Poe's *Selected Tales*; Hawthorne's *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse*; a collection of *Short Stories* by various standard writers.

GROUP IV—ESSAYS, BIOGRAPHY, ETC. Addison and Steele's *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Selections from Boswell's *Life of Johnson* (about 200 pages); Franklin's *Autobiography*; Selections from Irving's *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey's *Life of Nelson*; Selections from Lamb's *Essays of Elia* (about 100 pages); Selections from Lockhart's *Life of Scott* (about 200 pages); Thackeray's Lectures on *Swift, Addison, and Steele* in the *English Humourists*; any one of Macaulay's Essays on *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, or Madame d'Arblay*; Selections from Trevelyan's *Life of Macaulay* (about 200 pages); Ruskin's *Sesame and Lilies* or *Selections* (about 150 pages); Dana's *Two Years before the Mast*; Selections from Lincoln, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman's *The Oregon Trail*; Thoreau's *Walden*; Lowell's *Selected Essays* (about 150 pages); Holmes's *The Autocrat of the Breakfast Table*; Stevenson's *An Inland Voyage and Travels with a Donkey*; Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

GROUP V—POETRY. Palgrave's *Golden Treasury (First Series)*, *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury (First Series)*, *Book IV**, with special attention to Wordsworth, Keats, and Shelley; Goldsmith's *The Traveller* and *The Deserted Village*; Pope's *The Rape of the Lock*; a collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn, King Estmere, Young Beichan, Bewick and*

* If not chosen for study under 2.

Grahame, *Sir Patrick Spens*, and a selection from later ballads; Coleridge's *The Ancient Mariner*, *Christabel*, and *Kubla Kahn*; Byron's *Childe Harold*, *Canto III* or *IV*, and *The Prisoner of Chillon*; Scott's *The Lady of the Lake*, or *Marmion*; Macaulay's *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "*De Gustibus*,"—*Instans Tyrannus*; Arnold's *Sohrab and Rustum*, and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

2. STUDY.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

GROUP I—DRAMA. Shakespeare's *Julius Cæsar*, *Macbeth*, *Hamlet*.

GROUP II—POETRY. Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, and *The Holy Grail*; the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

GROUP III—ORATORY. Burke's *Speech on Conciliation with America*; Macaulay's two *Speeches on Copyright* and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

GROUP IV—ESSAYS. Carlyle's *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*.

Examination.

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which may be taken as a preliminary, and the other as a final.

The first part of the examination will be upon ten units chosen in accordance with the plan described earlier, from the lists headed *reading*; and it may include also questions upon grammar and the simpler principles of

rhetoric, and a short composition upon some topic drawn from the student's general knowledge or experience. On the books prescribed for reading, the form of the examination will usually be the writing of short paragraphs on several topics which the candidate may choose out of a considerable number. These topics will involve such knowledge and appreciation of plot, character-development, and other qualities of style and treatment as may be fairly expected of boys and girls. In grammar and rhetoric, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English which one should know in distinction from current errors.

The second part of the examination will include composition and those books comprised in the list headed *study*. The test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books prescribed for *study*, from the candidate's other studies, and from her personal knowledge and experiences quite apart from reading. For this purpose the examiner will provide several subjects, perhaps five or six, from which the candidate may make her own selections. The tests on the books prescribed for study will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

HISTORY (1)

ANCIENT HISTORY, with special reference to Greek and Roman History, and including also a short introductory study of the more ancient nations and the chief events of the early Middle Ages, down to the death of Charlemagne (814). One unit.

MEDIAEVAL AND MODERN EUROPEAN HISTORY from the death of Charlemagne to the present time. One unit.

ENGLISH HISTORY. One unit.

AMERICAN HISTORY AND CIVIL GOVERNMENT. One unit.

Geographical knowledge will be tested by requiring the location of places and movements on an outline map.

The requirement in history includes one of the above topics. Each topic is intended to represent a year of historical work, wherein the study is given five times a week.

LATIN (4)

I. Amount and Range of the Reading Required.

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount* than Cæsar, *Gallic War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*, I-VI.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Vergil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. Scope of the Examinations.

(1) *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading.*—Candidates will be examined also upon the following prescribed reading: Cicero, orations for the *Manilian Law* and for *Archias*, and Vergil, *Æneid* I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition.*—The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

Suggestions Concerning Preparation.

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that

the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practised.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

Subjects for Examination.

As an assignment of values, 1, 2, 4, and 5 are counted as one unit each, 3 as two units, and 6 as one-half unit; but 3 has no assigned value unless offered alone, 1, 2, and 6 have no assigned values unless offered with 4 or 5, and in no case is the total requirement to be counted as more than four units.

1. Grammar.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2), including the prose works prescribed (see II, 2).
2. Elementary Prose Composition.—The examination will presuppose the reading of the required amount of prose (see I, 1 and 2) including the prose works prescribed (see II, 2).
3. Second Year Latin.—This examination is offered primarily for candidates intending to enter colleges which require only two years of Latin or accept so much as a complete preparatory course. It will presuppose reading not less in amount than Cæsar (*Gallic War, I-IV*), selected by the schools from Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); but the passages set will be chosen with a view to sight translation. The paper will include easy grammatical questions and some simple composition.
4. Cicero (orations for the *Manilian Law* and for *Archias* and Sight Translation of Prose. The examination will presuppose the reading of the required amount of prose (see I, 1 and 2).
5. Vergil (*Æneid, I, II*, and either *IV* or *VI*, at the option of the candidate) and Sight Translation of Poetry. The examination will presuppose the reading of the required amount of poetry (see I, 1 and 2).
6. Advanced Prose Composition.

GREEK (2 or 3)

GRAMMAR.

The inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs; structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

COMPOSITION.

Translation of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION.

Translation into English at sight of prose of no greater difficulty than Xenophon's *Anabasis*.

XENOPHON.

The first four books of the *Anabasis*.

HOMER.

The first three books of the *Iliad*. For the satisfactory accomplishment of the full requirement in Greek as above outlined, a course extending through three years, with five class periods a week, will be necessary.

FRENCH (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3)

abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

During the second year the work should comprise: (1) the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical or biographical sketches; (2) constant practise, as in the previous year, in translating into French, easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronomial adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's *Le Roi des montagnes*, Bruno's *Le Tour de la France*, Daudet's easier short tales, La Bédollière's *La Mère Michel et son chat*, Erkmann-Chatrian's stories, Foa's *Contes biographiques* and *Le petit Robinson de Paris*, Foncin's *Le pays de France*, Labiche and Martin's *La Poudre aux yeux* and *Le Voyage de M. Perrichon*, Iegouvé and Labiche's *La Cigale chez les fourmis*, Malot's *Sans famille*, Mairet's *La Tâche du petit Pierre*, extracts from Michelet Sarcey's *Le Siège de Paris*, Verne's Stories.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the minor course. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

THE WORK TO BE DONE.—This should comprise in addition to the work of the minor course, the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories, Augier and Sandeau's *Le Gendre de M. Poirier*, Béranger's poems, Corneille's *Le Cid* and *Horace*, Coppée's poems, Daudet's *La Belle Nivernaise*, La Brète's *Mon Oncle et mon Curé*, Madame de Sévigné's letters, Labiche's plays, Mignet's historical writings, Molière's

L'Avare and *Le Bourgeois gentilhomme*, Racine's *Athalie*, *Andromaque* and *Esther*, Sandeau's *Mademoiselle de la Seiglière*, Scribe's plays, Thierry's *Récits des temps mérovingiens*, Thiers's *L'expédition de Bonaparte en Égypte*, Vigny's *La canne de jonc*.

GERMAN (2 or 3)

MINOR REQUIREMENT (2)

THE AIM OF THE INSTRUCTION.—At the end of the minor course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving her ability to read, a passage of easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation; and to answer questions upon the rudiments of grammar, as defined below. Two years, with five class periods a week, will be necessary for the satisfactory completion of the minor course.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar—that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated text from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) the reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

Stories suitable for the minor course can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi* and *Anfang*

und Ende; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der zerbrochene Krug*.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's *Der Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's *Märchen*, or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that such a story as *Das kalte Herz*, or *Der zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

MAJOR REQUIREMENT (3)

THE AIM OF THE INSTRUCTION.—At the end of the major course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation; and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. One additional year with five class periods a week (making in all a course of three years) will be necessary for the satisfactory fulfillment of the major requirement.

THE WORK TO BE DONE.—The work should comprise, in addition to the minor course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproduction from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

Suitable reading matter for the third year of the German course can be selected from such work as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit*—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*; Hauff's *Lichtenstein*; Heine's poems; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolphs Page*; Moser's *Der Bibliothekar*; Mosher's *Willkommen in Deutschland*; Riehl's *Novellen*—for

example, *Burg Neidek*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*; *Der Geisterseher*, *Das Lied von der Glocke*, *Balladen*; Thiergen's *Am deutschen Herde*; Uhland's poems; Wildenbruch's *Das edle Blut*.

SPANISH (2)

THE AIM OF THE INSTRUCTION.—At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of every-day life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

THE WORK TO BE DONE.—During the first year the work should comprise: (1) careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of the sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) the reading of about 200 pages of prose and verse; (2) practise in translating Spanish into English, and English variations of the text into Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

The emphasis should be placed on careful thorough work with much repetition rather than upon rapid reading. The reading should be selected from the following: A collection of easy short stories and lyrics, carefully graded; Perez Escrich, *Fortuna*; Ramos Carrión and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcón, *El Capitán Veneno*; the selected short stories of Pedro de Alarcón or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

The requirement in Spanish, which follows the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, is based upon recommendations made by a committee of that Association in December, 1910.

MATHEMATICS ($2\frac{1}{2}$)

ALGEBRA.

i. ALGEBRA TO QUADRATICS.

One unit.

The four fundamental operations for rational algebraic expressions.

Factoring, determination of highest common factor and lowest common multiple by factoring.

Fractions; including complex fractions, ratio and proportion.

Linear equations, both numerical and literal, containing one or more unknown quantities.

Problems depending on linear equations.

Radicals, including the extraction of the square root of polynomials and of numbers.

Exponents, including the fractional and negative.

ii. QUADRATICS AND BEYOND.

One-half unit.

Quadratic equations, both numerical and literal.

Simple cases of equations with one or more unknown quantities, that can be solved by the methods of linear or quadratic equations.

Problems depending upon quadratic equations.

The binomial theorem for positive integral exponents.

The formulas for the n th term and the sum of the terms of arithmetic and geometric progressions, with applications.

PLANE GEOMETRY.

One unit.

The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons, and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of lines and plane surfaces.

To meet the requirement in mathematics, it will be necessary to devote to the study of algebra and geometry as outlined above the equivalent of five class periods a week for three years. A thorough practical knowledge of arithmetic is assumed as underlying the study of algebra and geometry. Throughout the course (and especially in the last year) the more these subjects can be interwoven, and made to illustrate and support one another, the better.

PHYSICS* (1)

The candidate's preparation in physics should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least thirty-five exercises distributed about as follows: mechanics 13, sound 3, heat 5, light 6, electricity 8.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book supplemented by the use of many and varied numerical problems to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws in elementary physics.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of, and as part of, the examination in physics, a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. Simple drawings are the briefest and best descriptions of most apparatus. Mere repetitions of directions or descriptions given elsewhere should be avoided, but the note-book must afford clear evidence of the pupil's ability to make accurate observations and to draw conclusions.

The note-book must contain an index of experiments and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

CHEMISTRY† (1)

The candidate's preparation in chemistry should extend through one full year, with at least five class periods a week, and should include:

1. Individual laboratory work, comprising at least forty exercises.
2. Instruction by lecture-table demonstrations, to be used mainly as a basis for questioning upon the principles involved in the pupil's laboratory investigations.
3. The study of a standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry.

* The requirement in physics is based on the report of the Committee on Physics of the Science Department of the National Educational Association.

† The requirement in Chemistry is based on the report of the Committee on Chemistry of the Science Department of the National Educational Association.

The following outline includes only the indispensable things which must be studied in the class-room and laboratory. The material is, for the most part, common to all elementary text-books and laboratory manuals. Each book makes its own selection of facts beyond those which may be necessary for the illustration of the principles of the science. The order of presentation will naturally be determined by the teacher.

OUTLINE.—The chief physical and chemical characteristics, the preparation and the recognition of the following elements together with their chief compounds: *oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur*, phosphorus, silicon, potassium, *sodium*, calcium, magnesium, *zinc*, copper, mercury, silver, aluminum, *lead*, tin, *iron*, manganese, chromium.

More detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds such as: water, hydrochloric acid, carbon monoxide, carbon-dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur-dioxide, sulphuric acid, hydrogen-sulphide, sodium-hydroxide, ammonium-hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flames, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and Boyle's and Charles's laws, symbols and nomenclature, atomic theory, atomic weights, valency (in a very elementary way), nascent state, natural grouping of the elements, solution (solvents and solubility of gases and solids and liquids, saturation), strength (=activity) of acids and bases, conservation and dissipation of energy, chemical energy (very elementary), electrolysis. Chemical terms should be defined and explained, and the pupil should be able to illustrate and apply the ideas they embody.

LABORATORY NOTE-BOOK.—Every candidate must present at the time of and as part of the examination in chemistry a note-book containing:

1. A brief description in the pupil's own words of the materials and apparatus employed and the operations performed in each experiment, sketches being used to represent apparatus where this is practicable.
2. Records in the pupil's own words of phenomena as actually observed in the course of each experiment.
3. A statement of the important conclusions which may properly be drawn from the phenomena as observed.

Special importance will be attached to the evidences which the note-book affords of independent and careful thought on the part of the pupil, as indicated by ability to recognize and express clearly the significance of the work actually performed.

Statements which have been merely transcribed from text-books or manuals will not be accepted as satisfactory.

The note-book must contain an index of experiments, and must bear the endorsement of the teacher, such endorsement being written in ink on the cover of the note-book.

BOTANY * (1)

The candidate's preparation in botany should extend through one full year, with at least five class periods a week.

Individual laboratory work by the student is essential and should receive at least double the amount of time given to recitation. It is strongly recommended that some field work be introduced, especially in connection with the studies in ecology.

Careful notes and drawings must be presented as evidence of proper laboratory training and of satisfactory work on the several topics outlined below. (For the regulations concerning the Laboratory Note-book see Requirements in Chemistry.)

The preparation of an herbarium is not required. If made, it should not constitute a simple accumulation of species, but should represent some distinct idea of plant associations, or of morphology, or of representation of the groups, etc.

OUTLINE.—THE GENERAL PRINCIPLES OF PLANT ANATOMY AND MORPHOLOGY.—Attention should be centred upon a limited number of types. Ten or twelve examples for special study should be chosen from the representative families of the higher seed plants (*e. g.* Ranunculaceæ, Cruciferae, Rosaceæ, Leguminosæ, Umbelliferae, Labiatae, Compositae, Solanaceæ, Salicaceæ, Cupuliferae, Liliaceæ, Cyperaceæ). In addition to these, the following types are recommended among the remaining lower groups of plants: pine, *Selaginella*, a fern, a moss (*Polytrichum* or *Funaria*), a leafy hepatic, *Marchantia*, a mildew (*Microsphaera*), an agaric, *Vaucheria*, *Spirogyra*, and a photophyte (*Sphaerella*).

* For a more detailed statement of the requirement in Botany the reader is referred to the pamphlet published by the College Entrance Examination Board.

PHYSIOLOGY.—The essential facts concerning photosynthesis, respiration, digestion, irritability, growth, reproduction. The topics in physiology are not to be studied by themselves, but in connection with anatomy and morphology.

ECOLOGY.—Modifications of parts for special functions; dissemination; cross and close pollination; light relations of green tissue, leaf mosaics; mesophytes, hydrophytes, halophytes, xerophytes. The topics in ecology, like those in physiology, are to be studied along with the structures with which they are most closely connected, as cross-pollination with the flower, dissemination with the seed, etc. In connection with this part of the subject field work is of great importance.

ZOÖLOGY (1)

The candidate's preparation in zoölogy should extend through one full year, with at least five class periods in a week.

For a more detailed statement of the requirement in zoölogy see pamphlet published by the College Entrance Examination Board.

MUSIC

(1) The examination in Music includes Musical Appreciation, Harmony, Counterpoint, Pianoforte, Voice and Violin. The requirement in Music is based on the report of a joint committee representing the Eastern Educational Music Conference and the New England Education League.

(2) For a more detailed statement of the requirement the candidate is referred to the pamphlet published by the College Entrance Examination Board.

EXPENSES

The charge for tuition for one year to all students is \$150 00
 From this there is no deduction in case of withdrawal.

The charge for board and residence for one year varies from . . . { 350 00
 According to the size and situation of the room or rooms occupied by the student. { to
 500 00

Board in the Christmas vacation is charged extra per week 7 00

Dinner and luncheon to non-resident students for one year 100 00

For chemicals and breakage in the laboratories 15 00

Drawing or Painting for special students in art for one year 100 00

Drawing or Painting for students in the regular college course 50 00

Piano lessons and daily use of instrument for one year 100 00

Organ lessons and daily use of instrument for one year 100 00

Fee for the degree of Bachelor of Arts 15 00

Fee for the degree of Master of Arts 25 00

Certificate Fee 5 00

Gymnasium Fee per semester 1 00

One-half of the annual fee for tuition, board, and residence must be paid at entrance and the balance must be paid at the beginning of the second semester.

Payments must be made before a student can take her place in the class-room.

Rooms are assigned to the entering class during the summer preceding the academic year for which the application is made. No particular room may be applied for. The order of choice of rooms is determined by the date at which the application is registered. No application is registered until a deposit of ten dollars is received by the Secretary of the College. The deposit will be kept to a student's credit during her residence, and will be deducted from the last College bill. If formal notice of withdrawal is sent to the Secretary before August 1st of the entrance year the deposit will be refunded.

If a room is retained for a student she will be charged full rates from the beginning of the year. No deductions will be made for withdrawals during the last quarter of the year, nor for absences during the year.

Students are requested in case of withdrawal from the College during the academic year to notify the Secretary in writing without delay. No application for return of fees can be considered unless such a notice is given at the time of withdrawal.

Students in residence at the College are obliged to obtain annually a contract for the tenure of their rooms.

From February 1st to March 1st application for change of rooms may be made by students in residence at the College. Rooms are assigned to all students according to the date of application.

Every student who changes her room is required to pay an extra fee of ten dollars.

Every student shall be required to file at the office of the Dean an explanation of any absence or tardiness on the same day that it occurs, or, in cases where the absence has extended over an entire day or more, on the first day after return.

The degree will not be granted to any student unless her College bills are paid before Commencement.

SCHOLARSHIPS

A number of scholarships have been established at Trinity College for the benefit of deserving students. Some of these scholarships cover the whole cost of tuition, board and residence with single room at the College for the full course of four years; others relieve the student of one-half of this expense for the full College course. The cost of books and laboratory supplies, together with other incidental expenses, must be borne by the holders of scholarships.

The general condition governing the awarding of scholarships is, that the student shall be one who in personal character and in scholarly ability will reflect honor upon the College. Special requirements are in most cases laid down by the founders of the scholarships. The selection of the candidate is usually determined by means of competitive examination in all of the subjects required for admission to the course leading to the degree of Bachelor of Arts.

The Leandro de la Cuesta Memorial Scholarship, founded in 1900; open to any student of the city of Philadelphia.

The St. Louis Scholarship, founded in 1901 by the Associate Board of St. Louis; open to students of St. Louis, Missouri.

The Elizabeth R. Blight Memorial Scholarship, founded in 1901 by Elizabeth Blight; subject to the nomination of Trinity College.

The John Roth Scholarship, founded in 1901; open to a student of the Academy of Notre Dame, Court Street, Cincinnati, Ohio.

The Scholarship of the Notre Dame Alumnæ, Roxbury, founded in 1901 by the Notre Dame Alumnæ; open to a graduate of the Academy of Notre Dame, Roxbury, Massachusetts.

The Bishop Harkins Scholarship, founded in 1902 by the Associate Board of Rhode Island; open to any student of the city of Providence, Rhode Island.

The Reverend Thomas Scully Scholarships, founded in 1902 by the Reverend Thomas Scully of Cambridge, Massachusetts; awarded to graduates of St. Mary's High School on the following terms: 1. The candidates for the scholarships shall be graduates of the St. Mary's High School of Cambridge, Massachusetts; 2. The scholarships shall be awarded so that each pupil shall enjoy the benefit of one-half of a scholarship; 3. Each year one new student shall be eligible to receive the same; 4. If in any year there is no application from among the graduates of St. Mary's High School for admission to Trinity, the same may be awarded for that year only, to a graduate of a school taught by the Sisters of Notre Dame.

The Chicago Scholarship, founded in 1904 by the Associate Board of Chicago; open to students of Chicago, Illinois.

The Scholarship of the Notre Dame Alumnae, Lowell, founded in 1905 by the Notre Dame Alumnae; open to a graduate of the Academy of Notre Dame, Lowell, Massachusetts.

The L. A. A. O. H. Scholarship, founded in 1905 by the Ladies' Auxiliary of the Ancient Order of Hibernians; open to any member of that organization.

The Right Reverend Mgr. James F. Laughlin Scholarship, founded in 1906 by the Baronius Club of Philadelphia, and subject to its nomination.

The Rhode Island Women's Scholarship, founded in 1906 by the Associate Board of Rhode Island and subject to its nomination.

The Catherine Baker Holahan Scholarship, founded in 1908 by Amanda Holahan of Philadelphia in memory of her mother; subject to the nomination of Trinity College.

The Anna Hanson Dorsey Scholarship, for day students, founded in 1910 by the Ladies' Auxiliary Board of Regents;

open to students resident in the District of Columbia who are considered eligible by the authorities of the College.

The Mary J. Dempsey Scholarship, founded in 1910 by Mr. William P. Dempsey of Pawtucket in memory of his sister; open to students who are residents of Pawtucket, Rhode Island.

The Margaret Larson Scholarship, founded in 1910 by Mrs. Margaret Larson of Helena; open to students who are residents of Helena, Montana.

The Mount Notre Dame Scholarship, founded in 1911 by the Notre Dame Alumnae, Reading, Ohio; open to a graduate of Mount Notre Dame, Reading, Ohio.

The Scholarship of the Notre Dame Alumnae, Sixth Street, Cincinnati, Ohio, founded in 1912, by the Notre Dame Alumnae, Sixth Street, Cincinnati; open to a graduate of the Academy of Notre Dame, Sixth Street, Cincinnati, Ohio.

An endowment of ten thousand dollars will establish in perpetuity, one "full scholarship" covering tuition and maintenance of one student for the entire college course of four years.

An endowment of five thousand dollars will establish in perpetuity one "half scholarship" covering one-half the cost of maintenance and tuition for the entire college course of four years and leaving the other half to be borne by the student.

An endowment of any other amount destined for the assistance of a deserving student will be classed as a "partial scholarship" and (under such conditions as may be indicated by the benefactor) the annual interest of such fund will be applied, for one or more years, toward the college expenses of the student to whom such partial scholarship may be assigned.

INSTRUCTION

The courses of instruction leading to degrees consist partly of prescribed and partly of elective studies.

The course for the Freshman Class consists of Religion, Scripture, Philosophy, Latin, and English, which are prescribed studies, with two elective from the following: Greek, German, French, English Literature, Mathematics, History, and History of Art.

Each student elects at the beginning of Sophomore Year the group of studies to be pursued during the remainder of the course. This group must include the prescribed studies of the course in general, the prescribed studies of the group and free electives.

EXAMINATIONS IN COURSE.—Two examinations, the mid-year and the final, are held in the classes every year.

A limited number of absences from the lectures or other class exercises of any course debars a student from taking the examination in that course.

A student is accounted deficient in any course in which she has not attained 65 per cent.

The standing of a student is determined by her work in class and the mid-year and final examinations. It is graded as follows: A, 95-100 per cent; B, 85-95 per cent; C, 75-85 per cent; and D, 65-75.

A student admitted conditionally to the Freshman Class is on probation during the first semester.

A student who has not removed her entrance conditions will not be allowed to register in sophomore courses.

All deficiencies must have been made up and grade C have been attained in one-half the studies of the entire course before a candidate will be recommended for a degree.

DEGREES

Students who have completed the regular course will receive the Baccalaureate Degree in Arts (A. B.), in Science (B. S.), or in Letters (B. L.).

Every candidate for the A. B., the B. S., or the B. L. degree must complete before graduation the equivalent of sixty-six one-hour courses, of which a certain number are prescribed, the rest elective. (A one-hour course is a course given once a week for a year.)

DEGREES WITH DISTINCTION

The Degree of Bachelor of Arts or Bachelor of Science with distinction is awarded in three grades: WITH DISTINCTION (*cum laude*); WITH HIGH DISTINCTION (*magna cum laude*); WITH HIGHEST DISTINCTION (*summa cum laude*).

The baccalaureate degrees conferred by Trinity College are registered "in full" by the University of the State of New York. This registration secures to the graduates of Trinity College the same recognition and the same advantages accorded to the graduates of eastern colleges of the first rank.

Candidates for the degree of Master of Arts (A. M.) or Master of Science (M. S.) must be graduates of Trinity College, or of some other college of satisfactory standing, and must give evidence of their ability to carry on the work for the Master's degree.

Students who wish to enter upon graduate work at the opening of the academic year should make application before the first of June.

Detailed information in regard to graduate work may be obtained from the Secretary of the College.

GROUPS

The courses of instruction offered by the College are arranged in eight GROUPS, each of which receives its name from the two principal subjects: *e. g.* the Greek and Latin Group. Other groups which students may desire to elect are subject to the approval of the Faculty. The entire course of study which must be pursued under each group, after the election has been made in Sophomore Year, is shown in the outlines that follow:

GREEK AND LATIN

SOPHOMORE YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

CHURCH HISTORY.

LATIN.

The Church in the Græco-Roman
World.

SCIENCE.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

German. French. Spanish.
Mathematics. History.
History of Art.

JUNIOR YEAR

RELIGION.

GREEK.

SACRED SCRIPTURE.

LATIN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

German. French. Spanish.
History. Mathematics.
Science. Philosophy.
Education. History of Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

GREEK.

CHURCH HISTORY.

LATIN.

German. French.
English. Spanish. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

PHILOSOPHY.

Ethics.

LATIN AND GERMAN

SOPHOMORE YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

GERMAN.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

SCIENCE.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. French. Spanish.
Mathematics. History.
History of Art.

JUNIOR YEAR

RELIGION.

LATIN.

SACRED SCRIPTURE.

GERMAN.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

PHILOSOPHY.

ENGLISH.

Rhetoric and Composition.
Literature.

Greek. French. Spanish.
Science. History. Mathematics.
Philosophy. Education.
History of Art.

SENIOR YEAR

RELIGION.

ELECTIVES:

LATIN.

CHURCH HISTORY.

GERMAN.

PHILOSOPHY.

Ethics.

Greek. French.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

LATIN AND FRENCH

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

LATIN.

FRENCH.

SCIENCE.

ELECTIVES:

Greek. German. Spanish.
Mathematics. History.
History of Art.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

LATIN.

FRENCH.

ELECTIVES:

Greek. German. Spanish.
History. Mathematics.
Science. Philosophy.
Education. History of Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

LATIN.

FRENCH.

Greek. German.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

LATIN AND ENGLISH

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

LATIN.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

ELECTIVES:

Greek. German.
French. Spanish.
History. Mathematics.
History of Art.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

LATIN.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

ELECTIVES:

Greek. German.
French. Spanish.
History. Mathematics. Science.
Philosophy. Education.
History of Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

LATIN.

ENGLISH.

Greek. German.
French. Spanish. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

GERMAN AND FRENCH

SOPHOMORE YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

SCIENCE.

PHILOSOPHY.

Introduction to Philosophy.

ELECTIVES:

Greek. Latin. Spanish.
Mathematics. History.
History of Art.

ENGLISH.

Rhetoric and Composition.
Literature.

JUNIOR YEAR

RELIGION.

GERMAN.

SACRED SCRIPTURE.

FRENCH.

CHURCH HISTORY.

The Church in the Middle Ages.

ELECTIVES:

Greek. Latin. Spanish.
History. Mathematics.
Science. Philosophy.
Education. History of Art.

ENGLISH.

Rhetoric and Composition.
Literature.

SENIOR YEAR

RELIGION.

ELECTIVES:

GERMAN.

FRENCH.

CHURCH HISTORY.

Greek. Latin.
Spanish. English. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

PHILOSOPHY.

Ethics.

ENGLISH AND GERMAN

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

GERMAN.

ELECTIVES:

Greek. Latin.

French. Spanish.

Mathematics. History.

History of Art.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.

Literature.

Philology.

GERMAN.

ELECTIVES:

Greek. Latin.

French. Spanish.

Mathematics. History.

Science. Philosophy.

Education. History of Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

GERMAN.

Greek. Latin.

French. Spanish. Science.

Mathematics. History.

Philosophy. Education.

History of Art.

ENGLISH AND FRENCH

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

SCIENCE.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

FRENCH.

ELECTIVES:

Greek. Latin.
German. Spanish. History.
Mathematics. History of Art.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.
Philology.

FRENCH.

ELECTIVES:

Greek. Latin.
German. Spanish.
Mathematics. History.
Science. Philosophy.
Education. History of Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

ENGLISH.

FRENCH.

Greek. Latin.
German. Spanish. Science.
Mathematics. History.
Philosophy. Education.
History of Art.

HISTORY AND THE SOCIAL SCIENCES

SOPHOMORE YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Græco-Roman
World.

PHILOSOPHY.

Introduction to Philosophy.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Mediæval History.

SOCIAL SCIENCE.

Elements of Sociology.

ELECTIVES:

American Colonial History.

American Political Parties.

Elements of Sociology.

Greek. Latin. German.

French. Spanish. Mathematics.

History of Art.

SCIENCE.

JUNIOR YEAR

RELIGION.

SACRED SCRIPTURE.

CHURCH HISTORY.

The Church in the Middle Ages.

ENGLISH.

Rhetoric and Composition.
Literature.

HISTORY.

Modern History.

SOCIAL SCIENCE.

Comparative Study of Modern Gov-
ernments.

ELECTIVES:

Constitutional History of the United
States.

History of the Foreign Relations of
the United States.

Elements of Economics.

Economic History.

Greek. Latin. German. French.

Spanish. Science. Philosophy.

Education. History of Art.

SENIOR YEAR

RELIGION.

CHURCH HISTORY.

PHILOSOPHY.

Ethics.

ELECTIVES:

HISTORY.

SOCIAL SCIENCE

Greek. Latin. German.

Spanish. French. English.

Philosophy. Education.

History of Art.

COURSES OF STUDY

RELIGION

It is the aim of the College, as a distinctly Catholic institution, to offer to its students every opportunity to obtain a thorough knowledge of Catholic doctrine and practice. Hence the courses in religion form an organic part of the College curriculum. They are conducted with a view to solid religious formation; therefore, the work is so arranged that students who remain four years, the full time for degrees, will have studied a systematic exposition of fundamental truths. *One hour weekly.*

1. APOLOGETICS.—Revelation. Tradition and Scripture. Christianity and the non-Christian religions. The Church and the churches.
2. GOD AND MAN.—The Unity and Trinity of God. Creation. Original Sin. The Incarnation. The Redemption. The Mother of God.
3. SANCTIFICATION.—Grace. The Sacraments. The Sacramentals. The constitution and life of the Church. Worship.
4. RELIGIOUS LAW AND SANCTION.—The precepts of God and of the Church. Virtues. Sin. The Counsels. The Future Life.

Prescribed for all students.

Wilmer's *Handbook of Religion* and Schanz's *Christian Apology* are recommended for collateral reading.

SACRED SCRIPTURE

1. Original Languages of Sacred Scripture classified and described; History of the Original Texts; of the principal Ancient Versions, the Septuagint, Old Itala, and the Latin Vulgate; Manuscripts, Printed Texts and Principal Editions.

History of the Latin Vulgate in the Council of Trent;
Interpretation of the Decree "Insuper."

History of the English Versions, especially of the Catholic Douay Edition.

2. THE THREEFOLD AUTHORITY OF SACRED SCRIPTURE.

- a. *Human* Authority of Scripture; General Introduction; History of the Human Origin and of the Human Authority of the Gospels in General; Apostolic Authorship, Preservation of the Texts and Reliability of the Four Gospels in General. In Particular:

Authorship, Place and Date of Composition, Purpose, Language, Peculiarities, General Plan, and Analysis of St. Matthew's Gospel.

Life, Character, and Writings of St. John; The Johannine Authorship, Occasion, Purpose, Peculiarities, General Plan, and Analysis of the Fourth Gospel.

Life, Character, and Writings of St. Paul; Authorship, Place, and Date of Composition, Purpose, Peculiarities, General Plan, and Analysis of the Principal Epistles of St. Paul.

- b. *Divine* Authority of Scripture; Scripture Divine in Contents and in Source; Revelation and Inspiration.

Criteria, Existence, Nature, Extent, and Effects of Inspiration explained and established.

- c. *Canonical* or *Ecclesiastical* Authority of Scripture; Inspiration and Canonicity, how related.

Canon of Scripture defined; Canonical, Protocanonical, Deuterocanonical, and Apochryphal Books.

Palestinian and Alexandrian Canons of the Old Testament; How related; Catholic Canon established.

3. THE INTERPRETATION OF SACRED SCRIPTURE.

Hermeneutics: Definition and Divisions; Rational, Christian, and Catholic Principles of Interpreting Sacred Scripture explained and established.

The Decree of Trent as to "the Sense of the Church and the Consent of the Fathers," explained and established.

The Catholic Rule of Faith explained and vindicated.

Biblical Rationalism in general exposed and refuted; Revelation; Mysteries; Miracles; Prophecy established; Rationalistic Principles of Interpreting Sacred Scripture explained and refuted.

4. General Introduction to the Old Testament; Special Introduction; Authorship, Date of Composition, Purpose, Plan, Analysis of Contents, Peculiarities of Matter and Form of some of the Old Testament Books; Poetry of the Bible; Book of Job; Psalms.

Nature and Importance of Old Testament Prophecy; Supernatural in Origin.

Messianic Prophecies: Peculiarities; Value established; The Messiah; Family, Time and Place of Birth, Life, Character, Sufferings, Death, and Burial of the Messiah prophesied and fulfilled.

Prescribed for Freshmen, Sophomores, and Juniors.

CHURCH HISTORY

The history of the religion of Jesus Christ is the history of the true emancipation and elevation of womankind. Hence it is eminently proper that the history of the Catholic Church, the divinely appointed custodian and interpreter of the will and spirit of Jesus Christ, should be thoroughly taught in any school of higher studies for Christian women.

The aim of this teaching will be to draw out the critical sense; to enable the student to be self-helping, that she may judge correctly what is false, misleading or imperfect in historical literature; to acquaint her with all that pertains to the nature, whereabouts, use, and criticism of original authorities; to give her a full and accurate notion of the principal epochs, problems and institutions of Church History.

As women have been incalculably ennobled by the spirit and institutions of Christianity, special attention will be paid to the office, condition and services of Christian women as exemplified in the history of Catholicism.

1. GENERAL INTRODUCTION TO THE SCIENCE OF CHURCH HISTORY.—In this course preliminary instruction will be furnished on the nature of the history of the Church, the nature and use of authorities and evidences, and the most general literature of the science.

It is destined to arouse an intelligent interest in the mind of the student; to awaken and direct the curiosity, and to map out beforehand the very extensive field covered by this science.

- 2 *a*. THE CHURCH IN THE GRÆCO-ROMAN WORLD (A. D. 29–312).—The foundation of the Christian religion; the spirit of the Church; the constitution of the Church, the sufferings of the early Church; the worship, discipline and moral life of the first Christians; the Christian writings of the first three centuries.

- b*. The conversion of Constantine; the gradual extinction of paganism; the great heresies from the fourth to the seventh century; the development of the constitution and discipline of the Church; the public worship of the Church; the growth of Catholic Christian life; literature and art; the transition from imperial to barbarian society.

- 3 *a*. THE CHURCH IN THE MIDDLE AGES (A. D. 476–800).—The conversion of the barbarian nations; the rise of Islam; the relations of Church and State; the development of Monasticism; heresies and schisms; education; morality; ecclesiastical government and sciences.

- b*. (A. D. 800–1303) The empire of Charlemagne and the temporal power of the Popes; the successors of Charlemagne; the Greek Schism; investitures; the Benedictines; the conversion of the Slavs and the Northern nations; theological science; Christian art.

- 3 c. (A. D. 1303–1517) The Papacy and the States of Europe; canon law; the Crusades; missionary labors; scholasticism and its vicissitudes; heresies and Judaism; the mendicant orders; the fine arts in the Church; the Greek Church and the fall of Constantinople; the Western Schism; divine service; the clergy; popular morality.
- 4 a. (A. D. 1517–1648) The Protestant Reformation, its causes and consequences; the counter reformations; the Council of Trent; the Society of Jesus; the missions in the New World; the ecclesiastical sciences and education; the Papacy; the Thirty Years' War.
- b. (A. D. 1648–1789) Relations between Church and State; Gallicanism; Josephism; Febronianism; Jansenism and its results; missions in the Orient; the Slavonic Churches; the development of the Reformation; the theological sciences; Christian art; the causes of the French Revolution.
- c. (1789–1900) The nature and results of the French Revolution; the Papacy in the nineteenth century; the foreign missions; the growth of the theological sciences; condition of Protestantism; the Eastern Churches; the internal life of the Church; the fine arts in the Church; action of God in history.

Prescribed for Sophomores, Juniors, and Seniors.

PHILOSOPHY

1. LOGIC.

The class work consists mainly of practice in the construction of arguments; the application of the rules of logic to selections from writers in philosophy, and illustrations of the inductive method taken from the sciences.

Two hours weekly.

Prescribed for Freshmen.

2. BRIEFER COURSE IN LOGIC.

This course is designed for students who enter college with advanced standing, but have not studied logic.

One semester, two hours weekly.

Prescribed for those who can not follow 1.

3. INTRODUCTION TO PHILOSOPHY.

The results aimed at in this course are: a general knowledge of the field of philosophy, its divisions, its history, its principal problems and their solution by various systems; a clear understanding of principles, and of the relation between philosophy and religion; some appreciation of the influence of philosophy upon literature. In the latter part of the course a few fundamental problems are taken up for special study, mainly with the purpose of giving the student some training in method.

One semester, two hours weekly.

Prescribed for Sophomores.

4. PSYCHOLOGY.

The methods employed in psychological research are explained and illustrated. An historical outline of the more important problems is given, and the connection is shown between the results of scientific investigation and the questions of the soul's nature, origin and destiny.

One semester, two hours weekly.

Prescribed for Sophomores and Juniors in alternate years.

5. ETHICS.

This course is planned with a view to the following results: a clear understanding of the principles of Christian ethics, and of the relation between morality and religion; ability to make logical application of these principles; some acquaintance with various ethical systems, especially with those of modern times; a knowledge of the more important ethical questions of the present day, and ability to discuss such questions intelligently.

One semester, two hours weekly.

Prescribed for Seniors.

6. HISTORY OF PHILOSOPHY.

- a.* ANCIENT PERIOD.—General view of the development of thought; various methods of studying the history of philosophy; divisions of the history of philosophy; the philosophy of the Greeks; reading from Plato and Aristotle.
- b.* MEDIEVAL PERIOD.—Development of scholastic philosophy, its relation to earlier systems; readings from St. Thomas Aquinas.
- c.* MODERN PERIOD.—Transition from scholasticism; the philosophy of Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume; the philosophy of the nineteenth century; the revival of scholasticism; the influence of the sciences upon philosophy. *Two hours weekly.*
Open to Juniors and Seniors.

7. LECTURES AND SEMINARS IN PHILOSOPHY.

- a.* Lectures and discussions on topics such as the following: Agnosticism, Pantheism, Evolutionism, the Immortality of the Soul, the Relation between Soul and Body, Determinism, Pragmatism.
- b.* Critical study of philosophical essays selected from current numbers of leading reviews and magazines. *One semester, two hours weekly.*
Open to Seniors.

EDUCATION

1. HISTORY, ANCIENT AND MEDIEVAL.

- a.* Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome; educational ideals and methods; works on education.
- b.* Christian Education. Patristic Era; first century to ninth. Attitude of First Christians toward pagan education; Christians at the great pagan schools; works on education by Christian writers; the catechetical schools; the monastic schools; the Christian *Rhetors*.

- c. Christian Education. Scholastic Era; ninth century to thirteenth. Carolingian Revival; activity of Irish teachers; cloister, cathedral, and parochial schools; free popular education; education of women; technical education in guilds; the institution of chivalry; rise of the universities; educational ideals and methods; works on education.

First semester, two hours weekly.

Elective for Seniors and Juniors.

2. HISTORY, MODERN.

Educational movements in the Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States.

Second semester, two hours weekly.

Elective for Seniors and Juniors.

3. THE SCIENCE AND ART OF STUDY.

In this course the mental processes and the philosophical principles underlying correct methods of study are examined, and their application to the study of typical subjects is pointed out in detail. Lectures, conferences, and written exercises.

First semester, two hours weekly.

Elective for Juniors.

4. THE PHILOSOPHY OF EDUCATION.

In this course the fundamental principles of education are studied. A number of laws that hold in the realms of life and mind are examined, and the meaning and function of education are studied in the light of the doctrine of development. Lectures and conferences.

Second semester, two hours weekly.

Elective for Juniors.

5. THE PSYCHOLOGY OF EDUCATION.

In this course the brain and nervous system are studied; the origin and meaning of automatic and reflex activities and the development and atrophy of instincts are examined, and their relation to mental development and to the educative process is pointed out. The fundamental principles of education developed in this and in the preceding courses are studied in their concrete embodiment in the organic activities of the Church.

Lectures and conferences. *First semester, three hours weekly.*
Elective for Seniors.

5. GENERAL AND SPECIAL METHODS.

In this course the principles of education developed in the previous three courses are applied to the teaching of various subjects, and the details of the methods employed in the teaching of Religion, Nature Study, and Language are pointed out. Lectures and conferences.

Second semester, two hours weekly.

Elective for Seniors.

A certificate will be given to students who have satisfactorily completed the work outlined in the several courses of this department, together with Philosophy 4 (Psychology) and Philosophy 5 (Ethics) of the Department of Philosophy. In connection with Courses 5 and 6 of the Department of Education, opportunities for observation in the city schools are provided. Candidates for the Certificate of Education are required to do at least twenty hours of such observation work.

THE LANGUAGES

To the student in general, a knowledge of Greek, Latin, German and French serves a threefold purpose: it materially assists research work; it helps to complete the mastery of English both in the department of linguistics and in that of literature; it is one of the most important factors in all that pertains to intellectual pleasure and culture.

It is manifestly a great advantage to possess the necessary scientific knowledge of those languages, or at least the ability to read them, before the group is elected in Sophomore year.

GREEK

1. Grammar. Exercises in writing Greek. Xenophon, *Anabasis*. General introduction to the study of Greek.

Five hours weekly.

Open to students who did not present Greek at entrance.

2. Xenophon, *Anabasis* continued. Homer, *Iliad*. Elementary prose composition.

Five hours weekly.

Open to students who have finished 1 or who presented minor Greek at entrance.

3. New Testament Greek. Selections from the Christian writers.

Three hours weekly.

Open to students who have finished 1, or who presented minor Greek at entrance.

4. Homer, *Odyssey*. Books I, II, VI and VII. Prose composition.

Lectures—History of Greek literature to the Elegy. Homeric Antiquities.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

5. Lysias, *Orations*, VII, IX, XII, XVI, XXIV, and XXXII. Prose composition.

Lectures—The Attic Orators. The Heliastic Courts.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

6. Plato, *Apology* and *Crito*. Prose composition.

Lectures—The Philosophy of Plato.

One semester, three hours weekly.

Open to students who have finished 2, or who presented major Greek at entrance.

7. Euripides, *Medea*, *Alcestis*, and *Hecuba*. Prose composition.
Lectures—The Rise and Development of Tragedy.

Three hours weekly.

Prescribed for Sophomores in the Greek groups.

8. Sophocles, *Antigone*, *Ædipus Tyrannus*, or *Electra*. Advanced prose composition.
Lectures—The Greek Dramatists.

One semester, three hours weekly.

Open to Juniors in the Greek groups.

9. Lyric and Bucolic Poetry. Advanced prose composition.
Lectures—The Elegy. The Dorian, Æolian, and Alexandrine Schools.

One semester, three hours weekly.

Open to Juniors in the Greek groups.

10. Aristophanes, *Selections*. Advanced prose composition.
Lectures—The Attic Comedy.

One semester, three hours weekly.

Open to Juniors in the Greek groups.

11. Plato, *Republic*.

Two hours weekly.

Open to Juniors in the Greek groups.

12. Aristotle, *Poetics*.

One semester, three hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

13. Thucydides, *Book VII*.

One semester, two hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

14. Æschylus, *Agamemnon* and *Seven Against Thebes*.

One semester, three hours weekly.

Open to Seniors who have finished the requirements of the Greek groups.

15. Pindar, *Selected Odes*. *One semester, two hours weekly.*
Open to Seniors who have finished the requirements of the Greek groups.
16. Lucian, *The Dream, Dialogues of the Dead, The Sale of the Philosophers*. *One semester, two hours weekly.*
Open to Juniors or Seniors.
17. Homer, *Iliad, Books XVIII-XXIV*. *One semester, two hours weekly.*
Open to Juniors or Seniors.
18. General review of Greek literature. Greek Syntax. *One hour weekly.*
Open to Seniors who have finished the requirements of the Greek groups.
19. Greek History from original sources. *One hour weekly.*
Open to all students in Greek except Freshmen.
20. Greek Myths. *One hour weekly.*
Open to all students except Freshmen.
21. In 1914-1915 the work of this course will be a critical study of the seven plays of Sophocles. A dissertation of not less than five thousand words on some technical subject connected with the tragedies read will be required.
This course is intended primarily for those who wish to offer Greek as a major subject for the degree of Master of Arts. For those who wish to offer Greek as a minor, three plays will be studied but no dissertation required.
Five hours weekly.
For Graduates.

LATIN

1. Livy, *Book I*. Horace, *Odes* and *Epodes*. Prose composition.
Four hours weekly.
Prescribed for Freshmen.
2. Cicero, *Letters*. Tacitus, *Agricola*. Horace, *Satires* and *Epistles*. Ovid, *Selections*. Prose composition.
Three hours weekly.
Prescribed for Sophomores in the Latin groups.
3. History of Latin Literature. Reading of representative selections.
Two hours weekly.
Prescribed for Juniors in the Latin groups.
4. Roman Life. Selected readings from Pliny, *Letters*. Juvenal, *Satires*. Martial, *Epigrams*.
One hour weekly.
Prescribed for Juniors in the Latin groups.
5. General Review of Latin Syntax. Practice in writing Latin.
One hour weekly.
Prescribed for Juniors in the Latin groups.
- 6.* Roman Comedy. Plautus and Terence, *Selected Plays*.
Two hours weekly.
Elective for Seniors in the Latin groups.
- 7.* Roman History from Sources. Readings from Livy, Sallust, Tacitus, Suetonius.
Two hours weekly.
Elective for Seniors in the Latin groups.
- 8.* Roman Philosophy. Cicero, *Tusculan Disputations*. Lucretius, *Books I* and *V*.
Two hours weekly.
Elective for Seniors.

* Not more than two of these courses will be given in any single year.

- 9.* Roman Poetry. Vergil, *Books VII-XII*. Selected readings from the elegiac poets. *Two hours weekly.*
Elective for Seniors.
- 10.* Roman Rhetoric. Cicero, *De Oratore*. Quintilian, *De Institutione Oratoria*, Book X. *Two hours weekly.*
Elective for Seniors.
11. Advanced Prose Composition. *One hour weekly.*
Elective for Seniors.
12. Introduction to Paleography. *One hour weekly.*
Elective for Seniors.
13. Methods of Teaching Latin. *One hour weekly.*
Elective for Seniors.
- 14, 15, 16, 17. Sight Reading. *One hour weekly.*
Elective for Freshmen, Sophomores, Juniors and Seniors, respectively.

GRADUATE COURSES

Those marked with an asterisk are open to Seniors with permission of the instructor.

- 18.* Historical Grammar. History of the sounds and inflections of the Latin language. *Two hours weekly.*
- 19.* Roman Antiquities. Public and private life of the Romans. Topography of ancient Rome. *One hour weekly.*
20. Latin Inscriptions. *Two hours weekly.*
21. Special study of the stylistic peculiarities of a selected author as major work for the M. A. degree. In 1913-1914 the authors chosen were Vergil and Apuleius. *Five hours weekly.*

* Not more than two of these courses will be given in any single year.

GERMAN

1. Grammar. Readings and selected lyrics with practice in writing and speaking German. *Five hours weekly.*
Open to students who did not present German at entrance.
2. Grammar. Prose composition. Reading. Conversation. *First semester, five hours weekly.*
Open to students who have presented minor requirements in German.
3. Grammar. Prose composition. Modern and classical prose and verse. *Second semester, five hours weekly.*
Open to students who have completed 2 or equivalent.
4. Grammar. Prose composition. Modern and classical prose and verse. Recitations, lectures, and collateral reading. *Three hours weekly.*
Open to students who have presented major requirements in German.
5. The Classical Drama. *Two hours weekly.*
Dramas of Lessing, Goethe, and Schiller are read and interpreted in class with the study of their dramatic construction according to the principles laid down in Freytag's *Technik des Dramas*.
Open to students who have completed 3 or 4.
6. Kleist and Grillparzer. *Two hours weekly.*
A study of their life and works.
Open to students who have completed 3 or 4.
7. Scientific German. *Three hours weekly.*
Readings in current scientific literature.
Primarily for students in the science groups.
8. General Survey of German Literature. *Two hours weekly.*
Open to students who have completed 5 or 6.

9. German Conversation.

One hour weekly.

Discussion of current events and assigned topics.

Open to all students in German.

10. Nineteenth Century Drama.

Two hours weekly.

Lectures on the development of the German drama of the 19th century, with the reading and discussion of selected plays of Hebbel, Anzengruber, Wildenbruch, and others.

Open to Seniors.

11. Nineteenth Century Novel.

Two hours weekly.

Special attention will be paid to the general aspects of German life and thought in so far as they find expression in the novel. Stifter, Hauff, Freytag, Herbert, Keller, and others.

Open to Seniors.

12. Grammar Review.

Second semester, two hours weekly.

A detailed discussion of theoretical grammar from the standpoint of the high school teacher.

Open to Seniors.

FOR UNDERGRADUATES AND GRADUATES

13. Modern German Poetry.

Two hours weekly.

Weber's *Dreizehnlinden*, Scheffel's *Trompeter von Säkkingen* and other epic poems.

14. German Lyric Poetry since the time of Goethe.

Two hours weekly.

Special attention will be given to the study of rhythm and metre.

15. Romantic Writers. *Two hours weekly.*
The Romantic Movement with the reading of selected texts from Novalis, Brentano, Arndt, Schenkendorf, Körner, Eichendorff, and Uhland.
16. Middle High German. *Two hours weekly.*
Grammar and reading of Middle High German texts.
17. Germanic Mythologies and Antiquities. *One hour weekly.*
18. History of German Culture from the close of the Thirty Years' War to the close of the nineteenth century. *Two hours weekly.*
Lectures and assigned readings.
19. Middle High German (second year course). *Two hours weekly.*
Critical study of the court epics and the Minnesingers.
20. Old High German. *Two hours weekly.*
Braune, *Althochdeutsches Lesebuch*.
21. History of the German Language. *One hour weekly.*
Lectures and readings with special reference to Modern High German.
22. Seminar in German Literature. *Two hours weekly.*
The aim is to train graduate students in the scientific methods of the historical and critical study of literature.
23. German Literary Criticism. *One hour weekly.*
The lectures trace the development of literary and æsthetic criticism in Germany. The course is comparative in character; and French and English literary criticism are also considered.

FRENCH

1. Aldrich and Foster, *Elementary French*. Special study of irregular verbs. Reading of modern prose.

This course, conducted partly in French and partly in English, is intended to secure a reading knowledge of the language and some facility in French conversation.

Five hours weekly.

Open to students who did not present French.

2. Prose composition. Special study of syntax. Reading of modern authors. Selections, prose and poetry, committed to memory.

First semester, five hours weekly.

Open to students who presented minor requirements in French.

3. Special course in Grammar. Composition, reading and conversation.

Second semester, five hours weekly.

Open to students who have completed 2.

4. Advanced grammar and composition. Modern prose. Practice in writing and speaking French.

Three hours weekly.

Open to students who have followed 2 and 3.

5. Advanced grammar and composition. Modern prose. Outline of the history of France from its earliest beginnings to the sixteenth century with a general survey of the literature of the same period. Practice in writing and speaking French.

Three hours weekly.

Open to students who presented major requirements in French.

6. Advanced grammar and composition. Special study of the classical drama and of the history of France from the sixteenth century to the close of the reign of Louis XIV. Recitations, lectures, and collateral reading.

Three hours weekly.

Open to students who have completed 5.

7. Original prose: description and narration.
One hour weekly.
Open to students who have completed 6.
8. Elementary French conversation and composition. Talks on assigned readings.
One hour weekly.
Open to students with permission of the Professor.
9. Advanced French conversation and composition. Discussion on current topics.
One hour weekly.
Open to students with permission of the Professor.
10. French social life and manners. Advanced conversation and composition.
One hour weekly.
Open to students with permission of the Professor.
11. The History of France in the eighteenth and nineteenth centuries and a general outline of the literature of the same period.
Two hours weekly.
Prescribed for students who have completed 6.
12. Evolution of the Letter. Theory and Practice. Study of the great letter-writers of the seventeenth, eighteenth, and nineteenth centuries.
One hour weekly.
Open to students who have completed 6 and 11.
13. The French Novel. Lectures and collateral reading.
One hour weekly.
Open to students who have completed 6.
14. Romanticism. Its sources and its representatives.
Two hours weekly.
Open to students who have completed 6 and 11.
15. French Epic Poetry with special study of Victor Hugo and Lamartine.
One hour weekly.
Open to students who have completed 11.

16. Lyric Poetry with introduction to French versification.
Second semester, one hour weekly.
Open to students who have completed 11 and 15.
17. A rapid review of French literature dealing only with writers of first importance.
One hour weekly.
Open to all students with permission of the Professor.
18. Special course in pronunciation and elocution.
One hour weekly.
Open to all students with permission of the Professor.
- 19.* Philology. Phonology. Morphology. Old French.
Second semester, one hour weekly.
Open to Seniors who have completed 11 and 14.
20. Teachers' Course. A study of the aims and methods in teaching French. A review of the essentials of grammar. Pronunciation, reading, and composition. Practice in teaching.
One hour weekly.
Open to Juniors and Seniors with permission of the Professor.
21. A short course. Reading, prose composition, and conversation.
Two hours weekly.
Open to Juniors and Seniors.
22. Scientific French. Readings in scientific literature.
One hour weekly.

GRADUATE COURSES

Graduate students are offered each year advanced courses in literature and language, and are directed in private reading and original research. They are also permitted to attend lectures in the major course in French.

*Not given in 1914.

23. The French Novel from J. J. Rousseau to René Bazin.

Two hours weekly.

Works of J. J. Rousseau, Bernardin de St. Pierre, Chateaubriand and the English Influence, Madame de Staël and the German Influence, Victor Hugo, Honoré de Balzac, George Sand, Stendhal, Flaubert, Alexandre Dumas, Daudet.

24. Literary criticism in France since the seventeenth century. Special study of the Querelle des Anciens et des Modernes, Sainte Beuve, Victor Cousin, Taine, Brunetière, and Faguet.

Two hours weekly.

25. Literature of the French Salons; with a special study of the literary women of the seventeenth century.

Two hours weekly.

26. Parallel between Corneille and Racine, with a careful study of three tragedies of each.

Three hours weekly.

27. Advanced French Composition. Intended for graduates who write well, but who desire practice under criticism. Theme once a fortnight; other exercises in composition in and out of the class-room. The main object of the course is to enable students to express themselves with clearness, force and ease, the results of thinking connectedly in French.

Three hours weekly.

28. The Short Story. An advanced course in French composition on the model of the work of Alfred de Musset, Prosper Mérimée, Guy de Maupassant and François Coppée.

Three hours weekly.

SPANISH

1. Elementary Spanish. Grammar. Reading of easy Spanish texts. Conversation. *Three hours weekly.*
2. Grammar and exercises in composition. Reading of modern prose. Conversation. *Two hours weekly.*
Open to students who have taken 1.
3. General introduction to Spanish literature. Lectures, recitations, and reading of selected works of the more important writers of the seventeenth century. Composition and conversation. *Two hours weekly.*
Open to students who have taken 1 and 2.
4. Spanish prose and poetry of the eighteenth and nineteenth centuries. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*
Open to students who have taken 1 and 2.
5. Spanish Fiction of the nineteenth century. Lectures, collateral reading. Composition and conversation. *Two hours weekly.*
Open to students who have taken 1 and 2.
6. The History of Spain. Lectures, readings, and recitations. *Two hours weekly.*
Open to students who have taken 1 and 2.

ENGLISH

1. Principles of structure in theme, paragraph, and sentence. Description, narration, and exposition. Lectures, themes, and critical study of illustrative selections from English and American literature. *Three hours weekly.*
Prescribed for Freshmen.

2. Argumentation. This course aims to apply the principles of logic to English composition. Several short arguments oral and written give practice in the methods of deductive and inductive proof, and the refutation of typical fallacies. Argumentative essays and magazine articles are analyzed. At least one long brief and the corresponding forensic are required. Towards the end of the course the oral composition takes the form of class debates.

Two hours weekly.

Prescribed for Sophomores.

3. Briefer course in argumentation. This course is designed for students who enter college with advanced standing and who are unable to follow English 2.

Two hours for one semester.

4. Versification. Lectures on English verse from a structural and from an æsthetic point of view. Practical exercises in the construction of stanzas, sonnets, and other forms of poetry.

Second semester, two hours weekly.

Prescribed for students making English a major.

5. Advanced composition.

First semester, two hours weekly.

Open to Seniors and Juniors not taking any other composition course.

6. Prose composition. This course is designed to meet the individual needs of students.

Second semester, one hour weekly.

7. Short Story Writing. Critical study of methods used in recent fiction. Weekly themes. One short story each month.

One hour weekly.

Open to Seniors.

8. Chaucer, Spenser, etc. A study of the chief portions of Chaucer's work with attention to the sources of the tales, their language and grammar. A brief survey of the authors between Chaucer and Spenser, with an introduction to the poetry of the latter.

First semester, two hours weekly.

Open to Sophomores.

9. The Early English Drama. Mysteries, miracles, and moralities. Beginnings of the regular drama. Comedy, tragedy, history. Immediate predecessors of Shakespeare. *First semester, one hour weekly.*
Open to Sophomores.
10. Shakespeare. Life and works. A Catholic view. The plays of Shakespeare and the Shakespeare of the plays. His ideal of womanhood. His humor. His solution of the problem of tragedy. His dramatic art. *Second semester, two hours weekly.*
Open to Sophomores.
11. Milton. His life, purpose, and achievement. Seventeenth century ideas in his poetry. Study of *Paradise Lost* and other poems. *Second semester, one hour weekly.*
Open to Sophomores.
12. English Letter-writers. A study of the great letter-writers of the eighteenth and nineteenth centuries. *Second semester, one hour weekly.*
Open to Sophomores.
13. The Classical Age. While chief attention in this course is given to Dryden and Pope, other authors of the period, especially Addison and Steele, are included. The life, work, and influence of these authors are studied, as well as the historical background. *First semester, two hours weekly.*
Open to Juniors.
14. The Early Novel. Lectures on the English novel from Defoe to Scott. Special study of Jane Austen. *First semester, one hour weekly.*
Open to Juniors.

15. English Poetry from the publication of the Lyrical Ballads to the present day. The revolt from classicism. Wordsworth, Scott, Byron, Keats, and Shelley. The Pre-Raphaelites. The Oxford Movement. Robert Browning and Elizabeth Barrett Browning. The Celtic Revival. Francis Thompson. The poets of today.

Two hours weekly.

Prescribed for Juniors.

16. Seminar in Recent Literature.

Second semester, one hour weekly.

Open to Juniors.

17. Special study of some nineteenth century author or authors. Stevenson was studied in 1913.

Second semester, one hour weekly.

Open to Juniors.

18. Tennyson. Lectures on his life and art, with special attention to his development as a literary artist. The principal poems are read, and all the minor ones that illustrate this development.

First semester, two hours weekly.

Open to Seniors.

19. Prose Fiction. Scott, Dickens, Thackeray, George Eliot, and George Meredith. These authors, together with some of the minor Victorian novelists, are studied with special reference to their sociological views and ethical teaching. As this course demands extensive reading, students who enter upon it must have read at least three novels by each of the authors named above. They are advised to take English 14 in their Junior year.

Two hours weekly.

Open to Seniors.

20. English Prose, exclusive of fiction, from the founding of the *Edinburgh Review* to the present day. Lamb, De Quincey, Hazlitt, Carlyle, Ruskin, Matthew Arnold, Cardinal Newman. One book is studied critically in each semester. In 1913-1914 these were *Sartor Resartus* and *The Idea of a University*. Towards the end of the course each member of the class is assigned a subject for individual study. Direction is given in the collation and arrangement of material. Reports of reading, short appreciations, and one long essay.

Two hours weekly.

Open to Seniors.

21. History of American Literature. The Colonial, Revolutionary and Knickerbocker Periods. The influence of Transcendentalism. The chief Poets. The Essayists. The Short Story writers. The Novelists.

Two hours weekly.

Open to all students.

22. Dante as an Influence in English Literature. *The Divine Comedy* is read, and Dante's influence on English authors is traced.

Second semester, two hours weekly.

Open to Seniors.

23. Literary Criticism. The nature and function of criticism. The history of literary criticism in England. Examination of the methods and materials used by such critics as Matthew Arnold, Pater, and Stedman, and by the reviewers of the present day. Practical work in critical exposition.

Two hours weekly.

Primarily for graduates, but open with permission to undergraduates who have completed the major requirement in English.

24. History of the English Language. An historical survey of the English language, including lectures on English vocabulary. Special attention to etymology.

One hour weekly.

Open to Juniors.

25. Old English prose and verse. An introductory course in Old English grammar and literature. Bright, *Anglo-Saxon Reader*.
Two hours weekly.
Open to Sophomores.

26. Old and Middle English Texts. This course may be taken in two successive years, as the works chosen for study may be varied.
Two hours weekly.
Primarily for graduates, but open to undergraduates who have completed 25.

The English Department reserves the right to withdraw any elective course chosen by fewer than six students.

Graduate courses are offered in Old and Middle English, Modern English Literature, and American Literature. Students electing English as the major subject for the Master's degree must have completed satisfactorily the requirement for major English in the A. B. course, or its equivalent. Those who elect English as minor subject must have completed the English courses prescribed for the A. B. degree, or their equivalent.

HISTORY AND THE SOCIAL SCIENCES

The object of the course in History is three-fold: to give to all students a broad survey of the history of the world; to stimulate individual research; and to awaken a critical sense of the philosophy of history. The course is further developed and strengthened by its co-relation with the course in Church History.

The instruction is carried on by means of lectures, recitations, private readings and seminars.

1. **MEDIAEVAL EUROPEAN HISTORY TO THE PERIOD OF THE RENAISSANCE.**—A general knowledge of Ancient History is presupposed, but, in order that the unity of historical development may be emphasized, several introductory lectures are devoted to a study of the Roman Empire, the causes which led to its fall, and the contribution of the Roman world to Mediæval civilization. The following headings indicate the subjects to be treated in the period more especially covered by this course: the Teutonic conquerors, their character, traditions, and capacity for civilization; the growth of Frankish power; the empire of Charlemagne; the gradual naturalization of France and Germany; the growth and influence of the Church; the Feudal System and the rise of French monarchy; the extension of Mohammedanism and its points of contact with Europe; the scope and results of the Crusades; the Hundred Years' War.

Two hours weekly.

Open to Freshmen.*

2. **MODERN EUROPEAN HISTORY TO 1789.**—Beginning with the period of transition from the middle ages to modern times, this course traces the history of Europe to the close of the eighteenth century. Attention is devoted to the following topics: the Renaissance; the Protestant Revolution; England in the era of religious revolution; the religious wars in France and Germany; the Age of Louis XIV; the rise of Prussia; the Seven Years' War, and the expansion of England.

Two hours weekly.

Open to Sophomores.

3. **THE FRENCH REVOLUTION.**—This course deals with the political conditions and intellectual movement in Europe in the eighteenth century, the relations between France and other nations, with detailed study of the French Revolution.

First semester, two hours weekly.

Open to Juniors.

* History and the Social Sciences 1 is prerequisite to later elections, if such elections are to be recognized as major work in history.

4. THE NAPOLEONIC ERA.—This course, which is a continuation of the first semester's work, treats of the rise of Napoleon and the Empire, and of the Napoleonic Era in its French and European aspects.

Second semester, two hours weekly.

Open to Juniors.

5. AMERICAN HISTORY.—This course is designed to give the student a thorough knowledge of American History from the Declaration of Independence to the present day. The following are among the subjects considered: the Colonies and their growth toward independence; the causes of the Revolution; the formation of the Constitution; the causes and results of the War of 1812; the controversy over slavery; the Civil War and the period of reconstruction; the Spanish-American War; the political, commercial, and intellectual growth of the United States during the nineteenth century.

Three hours weekly.

Open to Juniors.

6. HISTORY OF THE NINETEENTH CENTURY.—This course is planned to give a general outline of the history of the nineteenth century, with special reference to France, Germany, Russia, Italy, Turkey and Spain, and incidental reference to Sweden, Switzerland and other minor countries.

Two hours weekly.

Open to Seniors.

7. IRISH HISTORY.—This course is designed to give the student a general knowledge of Irish history from the earliest times to the present day. Special attention is given to the art, literature and music of the Irish people, and to the political, social and industrial problems of the nineteenth century.

Two hours weekly.

Open to Seniors and Juniors.

8. CONTEMPORARY HISTORY.—This course deals with current history and is designed to give the student a knowledge of present day events.

One hour weekly.

ELECTIVES

9. **POLITICAL HISTORY OF ENGLAND.**—This course covers the mediæval and modern periods of English history. The political, industrial and social conditions in relation to race development receive special attention.
10. **AMERICAN COLONIAL HISTORY.**—This course deals with the foundation and development of the Colonies; their influence on European history; their struggles for the land; the introduction of slavery and the separation from British rule.
11. **THE CONSTITUTIONAL HISTORY OF THE UNITED STATES.**—This course describes the formation of political parties, the growth of democracy, the study of Federal and State constitutions, the growth of slavery, and the political effects of the rapid development of the west.
12. **COMPARATIVE STUDY OF MODERN GOVERNMENTS.**—This course embraces an analysis of the problems of self government and a comparative study of the existing systems of government in the principal modern states.
- 13 *a.* **ELEMENTARY SOCIOLOGY.**—Study of the social history of the individual for the purpose of ascertaining the nature and relations of social facts, institutions, forces and processes. Class papers and instruction are based largely on the personal social experience of the student throughout the whole normal range of social relations. Study of the wider life of society in the light of results thus obtained, with particular attention to current social movements and more marked social processes.
One semester, one hour weekly.
- b.* Sociological study of the state, its forms and relations with interpretation of current social political movements as they affect the functions of government.
One semester, one hour weekly.

14. **ELEMENTARY ECONOMICS.**—Study of familiar economic facts and processes, leading toward the explanation of economic laws and the fundamentals of the organization of economic society. Larger aspects of production, distribution and consumption. Principles and institutions of private property with particular attention to social movements which aim to modify distribution.

One year, one hour weekly.

MATHEMATICS

1. **SOLID GEOMETRY.**—Demonstrations of propositions; applications of principles to numerical examples.

One semester, three hours weekly.

2. **TRIGONOMETRY.** — Plane and Spherical. Trigonometric Analysis; solution of triangles; application of principles to problems; goniometry; Napier's rules; Napier's Analogies; Gauss' Formulæ; applications.

One semester, three hours weekly.

3. **TRIGONOMETRY, ANALYTIC GEOMETRY.**—The essentials of Plane Trigonometry and Plane Analytic Geometry as required for the sciences. Introduction to Differential and Integral Calculus.

One year, two hours weekly.

Recommended for students who wish to take Physics; also as a Minor for the Science Degree.

4. **ADVANCED ALGEBRA.**

One semester, three hours weekly.

5. **ANALYTIC GEOMETRY.**—Equations and fundamental properties of the point, right line, circle, parabola, ellipse, and hyperbola.

One semester, three hours weekly.

Open to students who have taken 2.

6. **CALCULUS, DIFFERENTIAL AND INTEGRAL.**—Differentiation; expansion of functions; evaluation of indeterminate forms; maxima and minima; general properties of plane curves; application of both the single and double integration.

One year, three hours weekly.

Open to students who have taken 2, 4, and 5.

7. **THEORY OF EQUATIONS AND DETERMINANTS.** — Continuation of 4. Some of the fundamental properties of an algebraic equation in one unknown; solutions of systems of simultaneous equations; fundamental properties of determinants. *One semester, three hours weekly.*
Open to students who have taken 2, 4, and 5.
8. **CALCULUS (SECOND COURSE).** — More detailed study of the principles of Differentiation and Integration. Partial differentiation, maxima and minima of two and three dimensions, definite integrals over curves, surfaces and volumes, etc. Numerous geometrical and physical applications. *One semester, three hours weekly.*
Open to students who have taken 6.
9. **ANALYTIC GEOMETRY (SECOND COURSE.)** — A more detailed study of the Conic Sections. Higher plane curves. Analytic Geometry of Three Dimensions. *One year, two hours weekly.*
Open to students who have taken 4 and 5.
10. **HISTORY OF MATHEMATICS.** *One year, one hour weekly.*
Open to students who have taken 6.
11. **TEACHER'S COURSE.** — A critical review of Algebra and Geometry with a view to modern methods of teaching. *Two semesters, two hours weekly.*
Open to Seniors who have taken 1, 2, 4, 5, and 6.
12. **ANALYTIC MECHANICS.** — Special attention is paid to the mathematical theory of Mechanics.
Open to graduates and to undergraduates who have completed the Major Requirements in Mathematics.
13. **DIFFERENTIAL EQUATIONS.** — General linear equations with constant coefficients; special forms of differential equations of higher order; integration in series. *One semester, three hours weekly.*
Primarily for graduates, but open with permission to undergraduates who have completed 8.

14. VECTOR ANALYSIS. *Three hours weekly.*
Open to graduates.
15. PROJECTIVE GEOMETRY. *Three hours weekly.*
Open to graduates.

PHYSICS

1. GENERAL PHYSICS.—Lectures, readings, recitations, and laboratory exercises in the fundamental principles of the science.

Properties of Matter; Heat; Light.

First semester, five hours weekly.

Sound; Electricity; Magnetism.

Second semester, five hours weekly.

Open to Sophomores.

This course deals almost entirely with the development of physical fact and is mainly experimental and descriptive in its nature. No knowledge of physics is presupposed.

2. ADVANCED PHYSICS.—Mechanics; Light.

First semester, five hours weekly.

Theory of Heat; Electricity; Magnetism.

Second semester, five hours weekly.

Open to students who have completed 1.

3. WAVE MOTION AND SOUND.

Three hours weekly.

Open to students who have completed 1.

4. ETHER WAVES.—Phenomena and laws of interference and diffraction; theory of color; polarization.

Three hours weekly.

Open to students who have completed 2.

5. GENERAL DESCRIPTIVE PHYSICS.

Three hours weekly.

This is a special course arranged for students who desire to learn the general principles and methods of physics by a study of its several branches. It is adapted for students who have had no previous study of physics.

6. ELECTRICITY.

Three hours weekly.

Open to students who have taken 1 or 2.

CHEMISTRY

1. INORGANIC CHEMISTRY.—This course is designed to meet the wants of students who take only one year of chemistry. It includes a study of the principal elements and their compounds, and such an investigation of the fundamental laws governing chemical changes as is necessary for advanced work. Lectures. Recitations. Laboratory practice.
Five hours weekly.
Open to Sophomores.
2. QUALITATIVE ANALYSIS.—A course consisting of lectures, recitations and laboratory work in the systematic methods of analysis. The elements are studied in their qualitative relations.
First semester, five hours weekly.
Open to students who have completed 1.
3. QUANTITATIVE ANALYSIS.—A laboratory course embracing the most important and typical methods in gravimetric and volumetric analysis. *Second semester, five hours weekly.*
Open to students who have completed 2.
4. ORGANIC CHEMISTRY.—A course consisting of lectures, recitations and laboratory work. A careful study is made of the principal classes of the compounds of carbon.
Five hours weekly.
Open to students who have completed 1.
5. ADVANCED INORGANIC CHEMISTRY.—A course offering an opportunity for more extended study and investigation to those who have completed Chemistry 1.
6. Advanced Laboratory Course: Special work in Organic Preparations, or Advanced Analytical Chemistry.
One semester, three hours weekly.
Open to students who have completed 1, 2, 3 and 4.
7. HISTORICAL CHEMISTRY.—This course treats of the beginnings of Chemistry and its development to modern times.
One semester, two hours weekly.
Open to students who have completed 1.

BIOLOGY

1. GENERAL BIOLOGY.

This course is designed to acquaint the student with the fundamental principles of animal and plant life as a preparation for the further study of botany and zoölogy. It also furnishes an opportunity for gaining a practical knowledge of general biology.

By the study of the amoeba and other protozoa, saccharomyces, protococcus and non-pathogenic bacteria, the student becomes familiarized with the unicellular organisms; by the study of hydra, obelia, mucor and spirogyra, with the multicellular.

The earthworm, crayfish, perch, frog and rabbit are chosen as typical forms of animal life. The liverwort, moss, fern, pine and sunflower are studied to introduce the student to botany.

The course is conducted by means of lectures, laboratory work and field excursions. Special attention is paid to the drawing of objects studied in the laboratory. Individual use of the microscope. Dissection of animal forms as well as the differentiation and generalization of their various structures and functions.

It is desirable that those who enter this course have an elementary knowledge of physics and chemistry.

Three hours weekly.

Open to Juniors and Seniors.

2. HISTOLOGY AND TECHNIQUE.—The work done in this course consists of a study in the laboratory of the microscopic structure of various tissues and organs. Its aim is to train the student by individual practice in the killing, fixing and sectioning of specimens, the preparation of media, as well as the staining and mounting of slides and other methods of microscopic technique.

This course presupposes ability to manipulate the microscope and some knowledge of general biology.

Two hours weekly.

Open to students who have completed 1.

BOTANY

1. General Comparative Morphology and Physiology of Plants.
A study of representative plants of various groups, and of the fundamental principles of plant life and relationship.
First semester, five hours weekly.

Special Morphology. Taxonomy and Adaptations of Higher Plants. Study of typical plants representing the more general groups of Angiosperms. Field excursions for the purpose of studying the local flora.

Second semester, five hours weekly.

2. Comparative Morphology and Taxonomy of the Fungi.
Structure and characters of edible and poisonous mushrooms. Parasitic Fungi: their history and development. General classification with studies in representative groups. Practice in recognition of species. Laboratory and field work.
Five hours weekly.
Elective for those who have taken 1.

3. Morphology and Taxonomy of the Pteridophyta, Bryophyta and Algæ. Study of typical genera. Laboratory and field work.
Five hours weekly.

4. Comparative Histology, Morphology and Taxonomy of Gymnospermæ. Laboratory and field work.
Four hours weekly.

5. General Physiology. Advanced work on the phenomena of absorption, nutrition, growth, irritability of plants; their reaction to changed surroundings, transformations, and ultimate assimilation of food. Laboratory work and lectures.
Five hours weekly.

6. Dendrology. Biological and Taxonomical study of the trees and shrubs of the vicinity. Field observations and laboratory investigations upon the structure and development of woody structures.
Five hours weekly.

HYGIENE

GENERAL COURSE.

This course is intended to give an outline of the general principles of personal hygiene, domestic hygiene, and sanitary science.

Elective for all first-year students.

HISTORY OF ART

1. Historic development of the Arts. Decorative and expressive Art. Fundamental principles underlying art expression; their practical application illustrated in decoration. *One semester, one hour weekly.*
Open to Juniors and Seniors.
2. Origin and development of style in Architecture. Historic styles. Place of Architecture in modern culture. *One semester, one hour weekly.*
Open to Seniors.
3. The history of Ancient Art. Egyptian and Assyrian styles. Classic Greek styles. Greek Sculpture. Architecture of Imperial Rome. *One hour throughout the year.*
Open to all students.
4. Early Christian Art. Christian Symbolism. Early Florentine Painters. The Dawn of the Renaissance. *First semester, one hour weekly.*
Open to first-year students.
5. History of Painting. Special study of the High Renaissance. Leonardo da Vinci, Michelangelo and Raphael. Italian Sculpture. *Second semester, one hour weekly.*
Open to first-year students.

6. Venetian and Spanish Painting. French, Flemish, Dutch and German Schools. Pre-Raphaelism.

First semester, one hour weekly.

Open to students who have taken 4 and 5.

7. The development of Art in America. Special study of the works of the earlier Painters to those of the present day.

Second semester, one hour weekly.

Open to students who have completed 4 and 5.

The courses extending through four semesters present an opportunity for a student to cover a considerable part of the field of the History of Art.

While it is not absolutely essential that a student should have taken 1 and 2 in order to be admitted to 3, 4, 5 and 6, it is desirable that a sequence should be observed, and that the historical evolution of the great art epochs should be approached in such a manner as to contribute the largest educational values.

The Courses in the History of Art are given in the O'Connor Art Gallery, and in the Holahan Social Hall of Trinity College, where a large and valuable collection of paintings, engravings and sculpture affords excellent facility for detailed study of typical masterpieces.

Advantage is also taken of the valuable resources for the study of art afforded by other collections in the cities of Washington and Baltimore.

ELOCUTION

1. Enunciation and Training of the Voice.

This course aims to develop the proper use of the voice, clear enunciation, and correct pronunciation in daily speech as well as in public address.

2. Training of the body and voice.

This course is a continuation of Elocution 1 with more advanced work.

3. General Principles of Vocal Expression.

4. Dramatic Reading.

This course deals with the analysis of characters. Scenes selected for memorizing and acting.

Two plays studied.

Open to all students.

PHYSICAL TRAINING

Physical Training is required of every student during the first year of her College course, unless she is excused by the Resident Physician. The gymnasium is equipped with apparatus for general training; and the Swedish system of gymnastics is used. The gymnastic work and the exercise periods are regular academic requirements, and as such are subject to the usual regulations affecting absence and quality of work.

All gymnastic exercises are done under the supervision of the Director of the department.

For the sake of uniformity students are requested to secure their suits through the Director after reaching College.

The grounds of the College afford opportunity for different out-door sports. Various forms of exercise are offered by the Athletic Association, the aim of which is to cultivate interest in physical education and in out-door sports.

STUDENTS' ORGANIZATIONS

Various societies and clubs, literary, scientific, and musical, give variety to the College life.

The Literary Society,

The Dramatic Society,

The Glee Club,

The Mandolin Club,

The Current Events Club,

Le Cercle Français,

The Classical Club,

The Athletic Association,

The Christ Child Society, and

The Sodality of the Immaculate Conception,

are the principal organizations under the joint management of teachers and students.

Sororities are strictly forbidden in the College.

Every student organization shall keep with the Faculty a correct and complete list of its members and responsible managers.

COLLEGE DISCIPLINE

The College insists upon regularity, exactness, and order, as qualities essential to the successful pursuit of study and fundamental in the formation of strong, womanly character. In estimating a student's grade in any subject pursued in college, regularity of attendance at class exercises receives important consideration. Parents are urged to co-operate with the College in the effort to inculcate in their daughters principles of order, and to develop in them habits of regularity and exactness. This co-operation is especially solicited in regard to the exact observance of the limits appointed for the vacation and the holidays. Irregularity and inexactness at these periods, not only cause serious disadvantage to the absentees themselves, but disturb College order and discipline, impede the progress of class work, and add to the labor of the instructors.

All students are expected to be earnest and scholarly in their work, to conduct themselves with womanly dignity within and without the College precincts, and to show at all times that they are worthy of the generous trust which the College authorities repose in them. Students are also expected to make earnest use of the advantages which the College offers for the pious practice of their religion, viz, daily Mass, Benediction of the Blessed Sacrament, and opportunities for the frequent reception of the sacraments.

The College seriously discountenances anything that would tend to develop the habit of extravagance in the use of money. The expenses of all young women at Trinity College can be kept within the same moderate limits that are observed in well-regulated homes. Parents are therefore urged to give their daughters a stated allowance for the expenses of each year.

TEACHERS' REGISTRY

A registry of the names of the students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the Secretary informed of their addresses.

NEEDS OF THE COLLEGE

Though a little over a decade of years has passed since the foundation of Trinity College, its growth has been marvelous. To the South Hall and O'Connor Hall, the North Hall has been added, thus completing the plan of the main building, and rounding out the massive, well-proportioned structure.

Steady improvement has been made also in the equipment of the College, and for this Trinity is indebted to many friends. The kind interest that Catholics have manifested in it from the beginning seems ample assurance that a mention of its present needs will be received with equal kindness and that benefactors will not be wanting now that further development of the College and of its work have become urgently necessary.

Among the pressing needs of the College are the following :

A Church to form in the midst of the College buildings consecrated to Catholic education a beautiful and fitting place of Catholic worship.

A Science Building.

A Gymnasium Building.

ASSOCIATION
OF THE
FOUNDERS OF TRINITY COLLEGE

Each person who contributes \$100 to assist in founding a Scholarship, a Fellowship, a Library, or a Chair; or to assist in building a Hall, or in equipping and furnishing any of the Halls or Buildings after completion, will be considered a Founder of Trinity College, and as such will be enrolled as a Life Member in the Association and will become a sharer in all its spiritual advantages.

The names of dead friends or relatives may be entered on the List of Members in order that they too may become perpetual sharers in all the spiritual benefits of the Association.

Mass is said for the Founders, living or dead, every Saturday.

DEGREES CONFERRED BY TRINITY COLLEGE

BACHELOR OF ARTS

1904

Anna Aloysius Coleman, Pelham Manor, New York.	Greek and Latin Group.
Margaret Louise Dooly, Salt Lake City, Utah.	Greek and German Group.
Blanche Manning Gavin, Quincy, Massachusetts.	Greek and Latin Group.
Marian Alice Gray, St. Louis, Missouri.	Greek and Latin Group.
Eleanor Patricia Griffin, New York City.	Latin and French Group.
Elizabeth Gertrude Lamb, Worcester, Massachusetts.	English and French Group.
Agatha Anna Linahan, New Haven, Connecticut.	English and French Group.
Margaret Mary McDevitt, Lancaster, Pennsylvania.	English and French Group.
Katharine Mary McEnelly, Hopkinton, Massachusetts.	Greek and Latin Group.
Mary Ellen McGorrisk, Des Moines, Iowa.	German and French Group.
Florence Elizabeth McMahon, Worcester, Massachusetts.	Latin and French Group.
Helen Loretto O'Mahoney, Lawrence, Massachusetts.	English and German Group.
Elsie Marie Parsons, Philadelphia, Pennsylvania.	Greek and Latin Group.
Marie Frances Rottermann, Dayton, Ohio.	Latin and German Group.
Florence Marie Rudge, Youngstown, Ohio.	Latin and English Group.

BACHELOR OF LETTERS

1904

Mary Eléonor Sheridan, Dubuque, Iowa.

MASTER OF ARTS

1905

Katharine Mary McEnelly, A. B., Hopkinton, Massachusetts.	Greek and German.
Florence Marie Rudge, A. B., Youngstown, Ohio.	Latin and English.

BACHELOR OF SCIENCE

1905

Marian Alice Gray, A. B.,
St. Louis, Missouri.

Chemistry and Mathematics.

BACHELOR OF ARTS

1905

Ella Josephine Casey, B. L., Smith College,
Lee, Massachusetts. English and French Group.

Marguerite Marie Brosseau,
Chicago, Illinois. English and French Group.

Anna Ellen Burke,
Boston, Massachusetts. Greek and French Group.

Julia Mary Doyle,
Chicago, Illinois. Latin and German Group.

Mary Agnes Feenan,
Salem, Massachusetts. Latin and French Group.

Miriam Barbara Hayes,
New York City. Latin and French Group.

Mary Regis Meehan,
Jamaica Plain, Massachusetts. German and French Group.

Jane Louise MacDonald,
Boston, Massachusetts. Latin and German Group.

Anna O'Brien,
Somers, Montana. Latin and Mathematics Group.

Edna Madeleine O'Crowley,
Newark, New Jersey. English and German Group.

Katharine O'Donahoe,
Omaha, Nebraska. English and German Group.

Helen Brendan Scanlan,
Pawtucket, Rhode Island. Latin and German Group.

Blanche Laura Sullivan,
Cincinnati, Ohio. Greek and German Group.

BACHELOR OF ARTS

1906

Mary Elizabeth Doherty,
Worcester, Massachusetts. German and Mathematics Group.

Mary Agnes Kennedy,
Charlestown, Massachusetts. French and Botany Group.

Sara Treanor O'Neil,
Somerville, Massachusetts. French and English Group.

Josephine Mary Vlymen,
Hempstead, New York. Greek and Latin Group.

Spalding Young,
Lexington, Kentucky. Latin and English Group.

BACHELOR OF LETTERS

1906

Anna Ivan Collins, North Adams, Massachusetts.

BACHELOR OF ARTS

1907

Mary Agnes Bradley, Worcester, Massachusetts.	Chemistry and English Group.
Margaret Cummings, Fall River, Massachusetts.	Chemistry and English Group.
Katharine Mary Doyle, Holyoke, Massachusetts.	History and German Group.
Veronica Eagan, Philadelphia, Pennsylvania.	English and French Group.
Alice Gertrude Feenan, Salem, Massachusetts.	English and French Group.
Mary Joanna Green, Everett, Massachusetts.	English and French Group.
Mary Isabel Higgins, Westerly, Rhode Island.	Latin and German Group.
Cecilia Clare Kelly, Brooklyn, New York.	Latin and French Group.
Elizabeth Rose Kennedy, Amsterdam, New York.	English and German Group.
Helen Gertrude Linehan, Cambridge, Massachusetts.	English and French Group.
Elizabeth Ward Loughran, Warren, Rhode Island.	Greek and Latin Group.
Mary Cecilia McCaffrey, Omaha, Nebraska.	Latin and English Group.
Susan McGorrisk, Des Moines, Iowa.	English and French Group.
Mary Elizabeth McKenna, New York City.	Mathematics and Latin Group.
Blanche Gertrude McMahon, Worcester, Massachusetts.	Botany and English Group.
Elizabeth Frances Moore, Springfield, Massachusetts.	Latin and English Group.
Irene Mary O'Crowley, Newark, New Jersey.	English and German Group.
Alice Mary Ryan, Brooklyn, New York.	Latin and English Group.
Helen Teresa Schofield, Chicago, Illinois.	English and German Group.
Mary Rose St. Clair, Collinsville, Connecticut.	Latin and English Group.

BACHELOR OF LETTERS

1907

Mary Margaret Connors, Buffalo, New York.	Marie Alice Fagan, Pittsburg, Pennsylvania.
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MASTER OF ARTS

1908

Helen Catherine McNamara, A. B.,
Cornell University, 1907.
Binghamton, New York.

Sociology and History Group.

BACHELOR OF ARTS

1908

Anna Patricia Butler,
Cambridge, Massachusetts.

Latin and English Group.

Lilian Callahan,
Albany, New York.

English and French Group.

Margaret Mary Callaghan,
Haverhill, Massachusetts.

Latin and German Group.

Mary Mildred Connolly,
Bradford, Pennsylvania.

Latin and German Group.

Ora Maria Dansby,
Fort Smith, Arkansas.

German and Mathematics Group.

Beatrice Antoinette Gayagan,
Los Angeles, California.

English and French Group.

Louise Catharine Holohan,
Waterbury, Connecticut.

Latin and French Group.

Agatha Rose Kelly,
Penn Yan, New York.

Latin and English Group.

Marie Regina Madden,
Brooklyn, New York.

Latin and English Group.

Janet Louise McQuaid,
Holyoke, Massachusetts.

English and French Group.

Elizabeth Wenis Merkle,
Chillicothe, Ohio.

German and French Group.

Marie Louise Simon,
Philadelphia, Pennsylvania.

English and German Group.

Helen Teresa Vlymen,
Hempstead, New York.

Greek and Latin Group.

BACHELOR OF LETTERS

1908

Mary Katharine Murray, Troy, New York.

BACHELOR OF ARTS

1909

Bertha Liguori Daeley,
Devil's Lake, North Dakota.

Constance Helen Harrington,
O'Neill, Nebraska.

Martha Teresa Logan,
South Boston, Massachusetts.

Agnes Mary Maher,
Utica, New York.

Lilian Teresa Moynehan,
Glens Falls, New York.

Mary Teresa Moriarty,
Springfield, Massachusetts.

Mary Desmond Murphy,
Norwich, Connecticut.

Mary Catharine Murray,
Grand Rapids, Michigan.

Mary O'Dwyer,
Texarkana, Arkansas.

Margaret Mary Sallaway,
Dorchester, Massachusetts.

Honorina Kennelly Shine,
Holyoke, Massachusetts.

Mary Cecilia Showel,
Toledo, Ohio.

Helen Esther Sullivan,
Chicago, Illinois.

English and French Group.

French and Chemistry Group.

English and Chemistry Group.

Latin and English Group.

English and French Group.

English and French Group.

English and French Group.

Latin and German Group.

English and French Group.

Latin and French Group.

English and French Group.

English and Mathematics Group.

Latin and French Group.

BACHELOR OF LETTERS

1909

Mary Storrs Flynn,
Dorchester, Massachusetts.

Olivia Honora Hannan,
Ironton, Ohio.

Martha Mary Kennedy,
Worcester, Massachusetts.

Rosario Lorando,
Washington, District of Columbia.

Mary Elizabeth McGrane,
Cincinnati, Ohio.

Helen Teresa Nolan,
Reading, Pennsylvania.

Laura Louise Yund,
Amsterdam, New York.

BACHELOR OF ARTS

1910

Emma Lucile Baillargeon, Seattle, Washington.	English and French Group.
Beatrice Frances Barnes, Madison, Wisconsin.	English and German Group.
Dorothy Mary Barnes, Madison, Wisconsin.	English and German Group.
Agnes Constance Brady, Fall River, Massachusetts.	Latin and German Group.
Katherine Helen Degnan, Providence, Rhode Island.	Greek and Latin Group.
Mary Teresa Droste, Grand Rapids, Michigan.	German and Chemistry Group.
Rose Helene Finn, Holyoke, Massachusetts.	Greek and Latin Group.
Loretta Galligan, Taunton, Massachusetts.	Latin and French Group.
Jeannette Hays, Canton, Ohio.	Latin and German Group.
Clara Christine Kennedy, Amsterdam, New York.	English and History Group.
Hazel Frances Larkin, Bartlesville, Oklahoma.	English and History Group.
Edith Marie Lennon, Lowell, Massachusetts.	French and History Group.
Helen Margaret McKeever, Hollywood, California.	English and German Group.
Mary Elizabeth McKeough, Amsterdam, New York.	English and History Group.
Marie Aloysius McNally, White Haven, Pennsylvania.	English and Mathematics Group.
Alice Elizabeth Meagher, Pawtucket, Rhode Island.	Latin and Mathematics Group.
Lillian Monica Reavey, Springfield, Massachusetts.	French and Chemistry Group.
Gertrude Margaret Schofield, Chicago, Illinois.	English and French Group.
Bertha Josephine Strootman, Buffalo, New York.	German and Chemistry Group.
Katherine Louise Walsh, Davenport, Iowa.	English and French Group.

BACHELOR OF LETTERS

1910

Gertrude Adeline Connolly, Tulsa, Oklahoma.	Mary Catherine Kerby, Washington, District of Columbia.
Elizabeth Louise Sullivan, Bangor, Maine.	

MASTER OF ARTS

1911

Mary Louise Reilly, A. B.,
Smith College, 1910.
Brockton, Massachusetts.

Philosophy and History Group.

BACHELOR OF ARTS.

1911

Amy Boughan,
Chicago, Illinois.

Greek and Chemistry Group.

Rosalind Brownell,
Waterbury, Connecticut.

Latin and French Group.

Agnes Laurentia Callaghan,
Haverhill, Massachusetts.

Latin and Mathematics Group.

Agnes Marie Finnegan,
New Britain, Connecticut.

Latin and History Group.

Mary Bashford Galvin,
East Greenwich, Rhode Island.

Latin and French Group.

Agnes Elizabeth Graves,
Albany, New York.

Latin and History Group.

Kathleen Josephine Greeley,
Holyoke, Massachusetts.

Greek and Latin Group.

Mary Elizabeth Hanlon,
Hillsboro, Ohio.

Latin and German Group.

Isabelle Josephine Harrity,
Philadelphia, Pennsylvania.

English and French Group.

Margaret Mary Hennessey,
Milwaukee, Wisconsin.

English and History Group.

Ellen Alice Herron,
Auburn, New York.

English and German Group.

Victoria Kenny,
Scranton, Pennsylvania.

Latin and Mathematics Group.

Grace Marion Lombard,
Worcester, Massachusetts.

English and German Group.

Mary Louise Martin,
Waterbury, Connecticut.

Latin and French Group.

Mary Margaret Maxwell,
Dakota City, Nebraska.

German and French Group.

Catherine Vincentia McCann,
New York City.

French and History Group.

Lucy Anne McCarthy,
Troy, New York.

Greek and Latin Group.

Edith McDonald,
Minneapolis, Minnesota.

English and German Group.

Catharine McLoughlin,
Worcester, Massachusetts.

English and History Group.

Mary Julia MacMahon,
Holyoke, Massachusetts.

Greek and Latin Group.

Eleanor Cruice O'Brien, St. Paul, Minnesota.	English and History Group.
Patience Mary O'Neil, Akron, Ohio.	Latin and French Group.
Marguerite Elise Pace, Covington, Kentucky.	English and Latin Group.
Helena Gertrude Sheehan, Buffalo, New York.	English and Chemistry Group.
Agnes Mary Shillow, Columbia, Pennsylvania.	Latin and German Group.
Zita Simms, Attleboro, Massachusetts.	Latin and German Group.
June Frances Sutcliffe, Pawtucket, Rhode Island.	Latin and German Group.
Anne Mary Splane, Manchester, New Hampshire.	English and History Group.
Claire Marie Wallis, Philadelphia, Pennsylvania.	English and German Group.

BACHELOR OF LETTERS

1911

Esther Byrne, Omaha, Nebraska.	Imogene Julia Carraher, Seattle, Washington.
Marguerite O'Leary, Richibucto, N. B.	

MASTER OF ARTS

1912

Alice Ernestine Barry, A. B., Boston University, Malden, Mass.	Philosophy and History Group.
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BACHELOR OF ARTS

1912

Corinne Anne Barrett, Caribou, Maine.	Latin and French Group.
Anne Margaret Boyle, Sharon, Pennsylvania.	German and Mathematics Group.
Mary Christine Burns, Bangor, Maine.	Greek and History Group.
Katherine Agnes Finn, Dedham, Massachusetts.	Latin and German Group.
Mary Alice Giblin, Scranton, Pennsylvania.	Latin and English Group.
Florence Grandon Haag, New York City.	Latin and French Group.
Mary Madeleine Hastings, Medford, Massachusetts.	English and French Group.

Cecilia Katherine Kays,
Los Angeles, California.

Caroline Barbara Kempel,
Akron, Ohio.

Evelyn Elizabeth McCaffrey,
Omaha, Nebraska.

Mary Cecilia McEnelly,
Hopkinton, Massachusetts.

Edith McFadden,
Dubuque, Iowa.

Ellen Elizabeth McQuade,
Lowell, Massachusetts.

Katherine Florentine McSweeney,
Glenns Falls, New York.

Florence Jane Mills,
Fall River, Massachusetts.

Alice Elizabeth Mills,
Fall River, Massachusetts.

Regina Cecilia O'Malley,
Wilkes-Barre, Pennsylvania.

Lucile Anne Quinlan,
St. Paul, Minnesota.

Florence Marguerite Riley,
Binghamton, New York.

Mary Love Schofield,
Chicago, Illinois.

Julie Ellsbee Sullivan,
New York City.

Mary Grace Townsend,
Washington, D. C.

Mary Victoria Vlymen,
Hempstead, New York.

Mary Regina Walsh,
Roxbury, Massachusetts.

Gertrude Walsh,
Davenport, Iowa.

Mary Gertrude Whitton,
Olean, New York.

Greek and Latin Group.

German and Mathematics Group.

English and French Group.

English and French Group.

German and History Group.

Latin and German Group.

French and History Group.

Latin and German Group.

Latin and German Group.

German and History Group.

English and French Group.

English and Chemistry Group.

English and German Group.

English and French Group.

English and History Group.

Greek and Latin Group.

English and German Group.

English and History Group.

German and History Group.

BACHELOR OF LETTERS

1912

Marie Monica Driscoll,
Reading, Pennsylvania.

Maude Elizabeth Gaynor,
Nyack, New York.

Alma Katherine Petersen,
Fairmont, Pennsylvania.

MASTER OF ARTS

1913

Mary Cecilia McEnelly, A. B.,
Trinity College.
Hopkinton, Massachusetts.

Latin and German Group.

BACHELOR OF ARTS

1913

Margaret Alice Barrett,
Buffalo, New York.

English and German Group.

Louise Lucy Becker,
Wilkes-Barre, Pennsylvania.

English and German Group.

Frances Blake,
Buffalo, New York.

German and Chemistry Group.

Antoinette Katherine Bosch,
Lake Linden, Michigan.

English and German Group.

Ethel Adelaide Cabana,
Buffalo, New York.

English and French Group.

Frances Catherine Cashman,
Newburyport, Massachusetts.

English and German Group.

Madeleine Jeanne Carpentier,
Washington, D. C.

History and French Group.

Mary Ellen Connolly,
Washington, D. C.

Latin and English Group.

Margaret Genevieve Connelly,
Bradford, Pennsylvania.

Latin and German Group.

Helen Agnes Cronin,
Manchester, New Hampshire.

Latin and German Group.

Mary Catherine Cummings,
Fall River, Massachusetts.

English and German Group.

Alice Louise Donovan,
Lynn, Massachusetts.

Latin and English Group.

Blanche Katherine Driscoll,
Buffalo, New York.

English and History Group.

Elizabeth Teresa Friel,
Waterville, Maine.

Latin and German Group.

Ruth Elizabeth Kean,
Manchester, New Hampshire.

Latin and German Group.

Rita Mary McDevitt,
Pawtucket, Rhode Island.

English and French Group.

Anne Claire McNeelis,
Johnstown, Pennsylvania.

English and Mathematics Group.

Dorothy Cecelia McQuaid,
Jacksonville, Florida.

English and French Group.

Mary Lucile May,
Superior, Wisconsin.

English and History Group.

Irene Collins Moriarity,
Waterbury, Connecticut.

Greek and Latin Group.

Erin Rose Morrison,
Prescott, Arizona.

Margaret Catherine Norman,
Baltimore, Maryland.

Margaret Mary O'Donnell,
Rock Island, Illinois.

Brighidin Trumble Scallon,
Hancock, Michigan.

Helen Germaine Stokes,
Scranton, Pennsylvania.

Alice Elizabeth Sullivan,
Lowell, Massachusetts.

Latin and Mathematics Group.

English and French Group.

Latin and English Group.

English and French Group.

Greek and Latin Group.

English and Chemistry Group.

BACHELOR OF LETTERS

1913

Florence Honora Clarke,
Ortonville, Minnesota.

Lorine Agnes Scanlan,
Sioux Falls, South Dakota.

ENROLMENT OF STUDENTS

1914-1915

GRADUATE STUDENTS

Alice Louise Donovan	Lynn, Mass.
Blanche Katherine Driscoll	Buffalo, N. Y.
Rita Mary McDevitt	Pawtucket, R. I.
Helen Germaine Stokes	Scranton, Pa.

SENIOR CLASS

Lillian Zita Beatty	Brooklyn, N. Y.
Mary Elinor Begg	Waterbury, Conn.
Margaret Boughan	Chicago, Ill.
Pauline Cashman	Newburyport, Mass.
Mary Louise Clifford	Lewiston, Maine.
Margaret Mary Collins	Washington, D. C.
Helen Mason Conroy	East Orange, N. J.
Anna Verda Culligan	St. Paul, Minn.
Margaret Anne Duffy	Chateaugay, N. Y.
Blanche Althea Fitz-Maurice	Chicago, Ill.
Adele Farren	Cleveland, Ohio.
Elizabeth Angela Flannery	Yonkers, N. Y.
Mary Margaret Gaffney	Waterbury, Conn.
Margaret Mary Gallagher	Washington, D. C.
Rose Geier	Helena, Mont.
Mary Evangeline Hayes	Waterbury, Conn.
Marie Kathleen Hildensperger	Wausau, Wis.
Mary Veronica Hodson	Waterbury, Conn.
Jennie Margarita Hoey	New York, N. Y.
Mary Agnes Johnson	Kansas City, Mo.
Alice Mae Kelly	Washington, D. C.
Mary Josephine Lennon	Pawtucket, R. I.
Laura Louise Lennox	Haverhill, Mass.
Marion Winnifred Lynch	Newtown, Conn.
Catharine Veronica Lynch	Newtown, Conn.

Mary Josephine Mahoney
 Anna May McCaffrey
 Anna Elizabeth McCarron
 Sarah Cecilia McCarthy
 Maude Estelle McMahon
 Mary Elizabeth McSweeney
 Josephine Ursula McVay
 Isabelle Frances Murphy
 Josephine Nugent
 Gertrude Pauline Smith
 Julia Winifred Sullivan
 Frances Denning Taylor
 Bertha Euphemia Tuite
 Elizabeth Zoë Walsh
 Marion Florentia Welch
 Julia White

Lowell, Mass.
 Amsterdam, N. Y.
 Maynard, Mass.
 Troy, N. Y.
 Worcester, Mass.
 Glens Falls, N. Y.
 Pawtucket, R. I.
 Washington, D. C.
 Waterbury, Conn.
 Worcester, Mass.
 Fall River, Mass.
 Dobbs Ferry-on-Hudson, N. Y.
 Pawtucket, R. I.
 Mobile, Ala.
 Beverly, Mass.
 Rome, N. Y.

JUNIOR CLASS

Irene Mildred Bragan
 Anna Sophia Clemons
 Catharine Sheehan Connelly
 Mary Frances Evans
 Mary Day Fallon
 Elizabeth Mary Fennessey
 Anna Margaret Feenan
 Dorothy Gallagher
 Ruth Elizabeth Gfroerer
 Anne Sarachon Hooley
 Katharine Alice Jackson
 Veronica Mary Judge
 Marie Anna Kramer
 Carolyn North Kirwin
 Gertrude Mary Lane
 Clara La Follette
 Loretta Rose Lawler
 Elizabeth Anne Leonard
 Margaret Julia McArdle
 Alice Loretta McCabe
 Rena Louise McCarthy
 Catherine Agnes McCaskey
 Margaret Elizabeth McWeeney
 Marguerite Louise Maloney
 Helen Paula Mahony

Everett, Mass.
 Montesano, Wash.
 Elmira, N. Y.
 La Crosse, Wis.
 Worcester, Mass.
 Boston, Mass.
 Salem, Mass.
 Kansas City, Mo.
 Chicago, Ill.
 Nichols, Iowa.
 Waterbury, Conn.
 Fall River, Mass.
 Canton, Ohio.
 Brooklyn, N. Y.
 Washington, D. C.
 Washington, D. C.
 Pittsburgh, Pa.
 Wilkes-Barre, Pa.
 Ware, Mass.
 Clinton, N. Y.
 Danbury, Conn.
 Philadelphia, Pa.
 Providence, R. I.
 Woburn, Mass.
 Roxbury, Mass.

Helen Louise Moore
 Helen Frances Murray
 Regina Josephine O'Connell
 Mary Margaret Purcell
 Marie Agnes Ryan
 Eileen Katharine Smith
 Mary Dunne Walsh

Washington, D. C.
 Troy, N. Y.
 Marlborough, Mass.
 Valatie, N. Y.
 Philadelphia, Penna.
 Fitchburg, Mass.
 Richmond, Va.

SOPHOMORE CLASS

Catherine Barry
 Annie Boillin
 Katherine Elizabeth Boyle
 Anna Madeline Brodbine
 Helen Agnes Brodbine
 Mary Christine Brogan
 Katherine Frances Carlin
 Maureen Lewis Daily
 Myrtle Virginia Fitz-Maurice
 Esther Garner
 Marguerite Katherine Gillen
 Miriam Alice Greene
 Florence Mary Hanrahan
 Mary Elizabeth Haughton
 Margaret Claire Kelleher
 Alvera Marie Killorin
 Margaret Lane
 Florence Marie Leonard
 Regina Ursula McCann
 Mary Elizabeth McCarthy
 Mary Lorena McLachlan
 Frances McManus
 Mary Frances McManus
 Winifred Ellen Monahan
 Catherine Marie Moormann
 Elizabeth Francis Morrison
 Ruth Frances Nangle
 Margaret Mary Parsons
 Juliet Marie Powers
 Ellen Vincent Quinn
 Lorretto Justinian Reavey
 Sara Veronica Sharkey

Chicopee, Mass.
 Clarksville, Tenn.
 Fitchburg, Mass.
 Beachmont, Mass.
 Beachmont, Mass.
 Cohasset, Mass.
 Roxbury, Mass.
 Bay City, Mich.
 Chicago, Ill.
 Washington, D. C.
 Racine, Wis.
 Brooklyn, N. Y.
 Boston, Mass.
 Sioux Falls, S. D.
 Ware, Mass.
 Wakefield, Mass.
 Washington, D. C.
 Cincinnati, Ohio.
 New York, N. Y.
 Philadelphia, Penna.
 Danbury, Conn.
 Philadelphia, Penna.
 Concord, Mass.
 Central Falls, R. I.
 Cincinnati, Ohio.
 Washington, D. C.
 Brookline, Mass.
 Philadelphia, Penna.
 Crafton, Penna.
 Woonsocket, R. I.
 Springfield, Mass.
 Johnstown, Penna.

Jeanne Agnes Shea
 Mary Harvey Smith
 Kathleen Smith
 Marie Irma Unruh
 Felicita Vlymen
 Helen Marie Walsh

Bartlesville, Okla.
 Ferguson, Mo.
 Washington, D. C.
 Mobile, Ala.
 Hempstead, N. Y.
 Memphis, Tenn.

FRESHMAN CLASS

Anna Josephine Baker
 Estelle Margaret Baker
 Margaret Frances Burns
 Dorothy Louise Callahan
 Ruth Elizabeth Cavey
 Eleanor Miriam Conlin
 Colette Marie Daly
 Margaret Frances Davey
 Eleanor Claire Donahoe
 Zita Louise Donahue
 Helene Alice Eggert
 Marie Elizabeth Enright
 Laura Marie Friday
 Florence Elizabeth Gaffney
 Anne Patricia Galvin
 Mary Genevieve Geier
 Eileen Bernadette Gillon
 Mary Edwina Hanlon
 Loraine Magdalen Holbrock
 Agnes Julia Holland
 Nora Marie Hurley
 Alice Josephine Johnson
 Wilhelmina Magdalen Josópait
 Mary Elizabeth Judge
 Florence Rose Kean
 Mabel Mary Kelly
 Anna Marie Lawler
 Irene Margaret Lee
 Miriam Elizabeth Loughran
 Emily Katherine Maher
 Helen Shahan Murphy
 Helen Margaret McCarthy
 Eleanor McCormick

Worcester, Mass.
 Worcester, Mass.
 North Adams, Mass.
 Washington, D. C.
 Woodstock, Md.
 Worcester, Mass.
 Naugatuck, Conn.
 Beverly, Mass.
 Middletown, Conn.
 Columbus, Ohio.
 Buffalo, N. Y.
 Pittsfield, Mass.
 Washington, D. C.
 Cadillac, Mich.
 Bedford, Mass.
 Washington, D. C.
 Milford, Mass.
 Baltimore, Md.
 Hamilton, Ohio.
 Brookline, Mass.
 South Boston, Mass.
 New York City, N. Y.
 Johnstown, Penna.
 Fall River, Mass.
 Manchester, N. H.
 Great Barrington, Mass.
 Coudersport, Penna.
 North East, Penna.
 Springfield, Mass.
 Utica, N. Y.
 Norwich, Conn.
 Lewiston, Maine.
 Pittsfield, Mass.

Nöel Marie McFadden
Anna Dorothy McGrath
Kathleen Gertrude MacHale
Hazel St. Claire McQuillan
Agnes Buckley Neary
Mary Edna O'Connell
Marie Catherine O'Malley
Anna Lee Pace
Katharine Agnes Power
Mary Alice Sage
Marie Frances Shea
Margaret Pearl Staudt
Katherine Frances Sullivan
Julia Frances Tracy
Louise Loretta Welch

Dubuque, Iowa.
Columbus, Ohio.
Scranton, Penna.
Cincinnati, Ohio.
Johnstown, Penna.
La Crosse, Wis.
Barker, N. Y.
Cincinnati, Ohio.
Worcester, Mass.
Troy, N. Y.
South Lincoln, Mass.
Canton, Ohio.
Washington, D. C.
Washington, D. C.
Beverly, Mass.

HEARERS

Mary Louise Boillin
Anne Thomas Wiseman

Clarksville, Tenn.
Lewiston, Maine.

PUBLICATIONS

TRINITY COLLEGE YEAR BOOK, published annually by the College.

TRINITY COLLEGE RECORD, a magazine published quarterly by the students of the College.

THE TRINILOGUE, a book published by the class of 1914. Price, \$3.00 per copy.

UNIVERSITY OF ILLINOIS-URBANA



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